DOCUMENT RESUME

ED 186 817 RC 012 086

AUTHOR	Neale, Laura B.
TITLE	Factors Related to the Resettlement of Migrant Adults in New York State.
PUB DATE	May 79
NOTE	152p.: Master's Thesis, State University College of New York at Brockport.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Basic Education: *Attitude Measures: Cultural Influences: Educational Attainment: Educational Attitudes: Migrant Children: *Migrant Education: Migrant Problems: *Migrants: Occupational Aspiration: Questionnaires: *Reading Achievement: *Reading Attitudes: *Relocation: Retraining: Socioeconomic Influences: Vocational Rehabilitation
IDENTIFIERS	*New York

ABSTRACT

The study explored factors related to the resettlement of migrant adults in New York State. Differences among groups of resettled, intrastate, and interstate migrant adults were analyzed in the areas of formal education received, reading achievement, attitudes toward reading, and cultural and socioeconomic factors chosen as important reasons for resettlement. Two questionnaires developed by the researcher aided in this study. Possible relationships between attitudes toward reading and reading achievement, between reading achievement and formal education, and between attitudes toward reading and sex were explored. Significant differences were reported among the three groups in years of formal education completed. Also, significant differences were reported for 18 of the 20 socioeconomic and cultural reasons for resettlement which were tested. Based on the results of the study, the researcher concluded that the majority of the 81 migrant adults sampled aspired to careers other than in agricultural labor for themselves and for their children. It was also a conclusion that they must overcome low levels of educational attainment and even lower levels of reading achievement in order to realize these goals. (Author/AN)

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FACTORS RELATED TO THE RESETTLEMENT OF MIGRANT ADULTS IN NEW YORK STATE

THESIS

Submitted to the Graduate Committee of the
Department of Curriculum and Instruction
Faculty of Education
State University College at Brockport
in Partial Fulfillment of the
Requirements for the Degree of
Master of Science in Education

by

Laura B. Neale

State University College at Brockport
Brockport, New York
May 1979

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Abstract

The purpose of this study was to explore factors related to the resettlement of migrant adults in New York State.

Differences among groups of resettled, intrastate, and interstate migrant adults were analyzed in the areas of formal education received, reading achievement, attitudes toward reading, and socioeconomic and cultural factors chosen as important reasons for resettlement. Two questionnaires were developed by the researcher to aid in this study. Possible relationships between attitudes toward reading and reading achievement, between reading achievement and formal education, and between attitudes toward reading and sex were also explored.

Significant differences were found among the three groups in years of formal education completed. Also significant differences were found for eighteen of the twenty socioeconomic and cultural reasons for resettlement tested.

From this study one can conclude that the majority of migrant adults sampled aspire to careers other than in agricultural labor for themselves and for their children but must overcome low levels of educational attainment and even lower levels of reading achievement in order to realize these goals.

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Chapter I

Statement of the Problem

Background

In New York State, as across the country, mechanization and agricultural technology are drastically decreasing the need for migrant farmworkers (Ellenbrook & Enoch, 1974; Lynch & Smith, 1976; McElroy, 1971). Machines are being designed to plant, thin, weed, and harvest farm produce. Agricultural research is exploring ways to make soft fruit harder so it can be picked mechanically. Some farmers are abandoning crops which still require migrant labor in favor of more profitable machine-harvested crops.

In spite of the declining job market for migrant workers, their numbers are not decreasing proportionally. In fact, after a steady decrease in the number of migrant workers in the United States in the late 1960's, their numbers have risen again, from 186,000 in 1971 to 209,000 in 1974 ("An Assessment of," Vol. 1, 1976). As the number of migrant workers rises, so does their rate of unemployment. Obviously, the advances in agricultural technology and mechanization mentioned above are major factors in increasing unemployment among migrant workers. However, other factors are also involved. More and more agricultural labor is being done by full-time, year-round agricultural workers rather than by migrant workers. Another factor is that as the general rate of unemployment in the United States rises, former migrants and other unemployed persons leave home in search of agricultural work, swelling the ranks of migrant workers. Finally, the critically high unemployment rate in Mexico causes a flood of illegal aliens from Mexico to seek work in agriculture north of the border.

In his remarks before the National Manpower Advisory Committee, McElroy (1971) commented that "despite much publicity, many hearings, some legislative effort and some minor accomplishments in recent years, migrants remain one of the most disadvantaged and impoverished groups in the land" (p. 1). In 1974, the average American family income was four times as great as that of the average migrant family - $12,836 compared to $3,097. U.S. poverty guidelines set $4,300 as the minimum needed to support a rural family of four. In addition, the gap is widening as the average U.S. family income grows more rapidly than the average migrant family income ("An Assessment of," Vol. 2, 1976).

The oversupply of migrant labor keeps wages low. Earning power is further decreased by working by the hour or by the piece; work stoppages due to late planting, damaged crops, inclement weather, or insecticide spraying; moving from place to place; injuries; and health problems.

Migrant workers' income also suffers from limited legislative protection. A report published by Inter-American Research Associates ("An Assessment of," Vol. 1, 1976) draws attention to the disparity in legislative protection of labor. The National Labor Relations Act guaranteeing the right to collective bargaining and unionization excludes farmworkers. The Fair Labor Standards Act sets minimum wages and minimum ages for work. Standards for wages and age requirements are both lower for agricultural workers than for other types of workers. In addition, farmworkers are not entitled to overtime benefits. Under the Federal Unemployment Tax, farmworkers are not covered by unemployment compensation. The Workmen's Compensation Act allows individual states to either include or exclude farmworkers from coverage. Even where legislative protection for migrant workers exists, migrants often face barriers to receipt of services.

In addition to their dire economic conditions, farmworkers are considered to have the poorest physical and mental health of any group in the United States ("An

Assessment of," Vol. 2, 1976). The average lifespan of a farmworker is 49 years, 20 years below the national average. The most common health problems among migrant workers include malnutrition, hypertension, diabetes, venereal disease, tuberculosis, and gastrointestinal and respiratory problems. Moreover, hospitalization rates for accidents are 50% higher for farmworkers than the national average.

The education of migrant children has been viewed as a means of breaking out of the cycle of poverty. Since the passage of the Migrant Amendment to the Elementary and Secondary Education Act in 1966, which first specifically earmarked federal funds for the education of migrant children, considerable research has been reported concerning their educational disadvantages. Researchers report a 90% to 99% high school dropout rate among migrant youth ("An Assessment of, Vol. 1, 1976; Lynch & Smith, 1976). Lynch and Smith state that migrant children are usually two or more grade levels below their classmates in reading. Children may attend as many as eleven different schools in the course of one year. Such a loss of continuity in education leads to frustrated learning and a poor self image as a learner. Reports on the average educational attainment of migrant workers have ranged from the low sixth grade level published by InterAmerican

Research Associates ("An Assessment of," Vol. 1, 1976) to a high of 8.6 years of education claimed by the Cabinet Committee on Opportunities for Spanish Speaking People. The latter group also revealed a 17% functional illiteracy rate among migrants. In spite of all the academic and economic problems, in a sample of 441 migrant students, over 90% expressed a desire to stay in school (Fuentes, 1975).

Each year approximately 8,000 interstate migrants enter New York State during the harvesting and processing season from June to November (Lynch & Smith, 1976). They include Mexican Americans from Florida and Texas, blacks and whites from southern states, Puerto Ricans and Jamaicans recruited in crews to work in food processing plants and in harvesting, and Algonquin Indians from Quebec who work primarily on mink farms. Locally, in a report compiled by the National Migrant Information Clearinghouse, in 1974 the migrant populations entering Monroe and Orleans Counties numbered 400 and 600 respectively. They worked for estimated hourly wages of $1.50 to $2.00. Migrant workers were employed to harvest the following crops within the two-county area: apples, broccoli, brussel sprouts, cabbage, cantaloupes, carrots, cauliflower, celery, grapes, green peas, green peppers, lettuce, onions, peaches, pears, potatoes, snap beans, spinach, strawberries, sweet cherries, sweet corn, tart cherries, and tomatoes.

Purpose

Each year some migrant families are willing and able to resettle in an area and to leave the migrant stream while others continue to follow the crops in pursuit of work. The purpose of this study is to explore factors related to the resettlement of migrant adults in New York State. More explicitly, answers to the following questions will be sought:

1) Have resettled migrant adults completed more years of formal education than interstate or intrastate migrant adults?

2) Do resettled migrant adults have higher reading achievement or greater proficiency in oral English than interstate or intrastate migrant adults?

3) Do resettled migrant adults have more positive attitudes toward reading than do interstate or intrastate migrant adults?

4) Do migrant adults with higher reading achievement scores have more positive attitudes toward reading than do migrant adults with lower achievement scores?

5) Have migrant adults with higher reading achievement scores completed more years of formal education than migrant

adults with lower reading achievement scores?

6) Do female migrant adults have more positive attitudes toward reading than male migrant adults?

7) What factors have the most influence over a migrant adult's decision to resettle in New York State?

Need for the Study

In spite of the considerable amount of research reported during the last decade concerning the education of migrant children, to date negligible research exists concerning the education of migrant adults. There are many reasons for this. Federal funds have been concentrated upon programs geared to keep migrant children in school rather than educating their parents. It is generally very difficult to involve migrant adults in educational programs. The lack of public or private transportation on the backroads of rural counties prevents migrant participation in existing adult basic education programs or even an awareness of what social and educational programs are available (Lynch & Smith, 1976) In addition, the long work hours during peak growing seasons leave little time or energy for study. Migrants also are frequently plagued by health and alcohol problems. The adult migrant who does seek further vocational training or education very rarely remains in the same community long enough to complete his course of study.

As the number of unemployed and underemployed migrant workers increase annually, it is imperative to provide the education and/or occupational retraining that these adults and youth need to find work in other occupations (Lynch & Smith, 1976). And since the average age of the migrant work force is very young (50% to 60% of the workers are under 25, according to a 1976 report published by InterAmerican Research Associates), it would appear that the majority have the potential of establishing a long-term second career if they leave the migrant stream.

The Adult Education Act enacted on July 1, 1969, was designed to provide adults with instruction below the college level and to make available the means to secure training that would "enable them to become more employable, productive, and responsible citizens" (Nave, 1974, p. 2). At least two assumptions are inherent in this legislation. First, it is believed that adults who fail to achieve at least the equivalent of a high school education are less able to achieve a standard of living comparable to adults who graduated from high school. Second, it is assumed that high school dropouts are less able to contribute to the community economy and are more likely to receive public assistance than high school graduates. In fact, Nave (1974) reported that a low level of educational attainment is usually found to be characteristic of persons in low income categories. Since migrant workers as a group remain one of the most disadvantaged and impoverished in the United States (McElroy, 1971; Thedinger, 1976), is it possible that those migrant workers who are willing and able to leave the migrant stream for other types of employment have completed more years of education or possess higher degrees of reading achievement than those who continue to migrate to find work?

Research studies exploring the relationship between scholastic achievement and attitudes toward school have been contradictory and inconclusive. Although it seems logical to assume that students who have done well in school would have more positive attitudes toward it while those who have done poorly would have the opposite, such a belief has not been substantially documented. After a review of the literature, Neale, Gill, and Tismi (1970) concluded that while overall attitudes toward school may have no relationship to achievement, perhaps attitudes toward specific subjects do.

Alexander and Filler (1976) have summarized the research findings in regard to correlations between reading achievement and attitudes toward reading. Here, too, studies have been conflicting and inconclusive. Studies by Ransbury (1973) and Askov and Fischback (1973) suggest relationships between higher achievement and more positive attitudes. Other studies by Groff (1962), Healey (1963), and Johnson (1964) suggest that attitudes may affect achievement. Students may also improve concurrently in both areas. Moreover, research by Greenberg (1965) and Bernstein (1972) has shown no significant relationship between achievement and attitudes. Most of the research in this area to date has been conducted at the elementary level. The relationship between the reading achievement and attitudes toward reading of adult basic education students has remained virtually unexplored.

Research in the area of sex differences in attitudes toward reading has had mixed results. Some research has suggested that, in general, girls may have more favorable attitudes toward reading than boys (Askov & Fischback, 1973; Hansen, 1969; Johnson, 1964; Kennedy & Halinski, 1975). However, other studies have found no significant differences in attitudes toward reading between boys and girls (Denny & Weintraub, 1966; Greenberg et al., 1965). The question of sex differences in attitudes toward reading among adult basic education students has not been explored either.

Clearly then, the need for research in the areas of reading achievement and attitudes toward reading among migrant adults exists. Other possible factors related to resettlement of migrant workers should also be explored.

Definition of Terms

An interstate migrant is a person who has moved within the past year across state boundaries in order that he/she or another member of the immediate family might secure temporary or seasonal employment in agriculture/fishing or in related food processing activities ("Migrant Education 76," 1976).

An intrastate migrant is a person who has moved within the past year across school district boundaries within a state in order that he/she or another member of the immediate family might secure temporary or seasonal employment in agriculture/fishing or in related food processing activities ("Migrant Education 76," 1976).

A resettled migrant is a person who has migrated across state or school district boundaries as defined above but has ceased to migrate in the past five years and has settled in an area where a program for migrant children is provided ("Migrant Education 76," 1976).

Years of formal education refers to the last grade completed in a public or private elementary or secondary school.

Limitations

The subjects will consist of 81 migrant workers who have voluntarily participated in adult basic education tutorial instruction offered by Migrant Education Centers at the State University Colleges of New York at Brockport, Fredonia, New Paltz, and Oneonta. Since the sample was not randomly selected, it may not be a representative group of migrant adults and conclusions drawn from this study may not be extended to migrant workers in general without further research.

Summary

Due to a declining demand for migrant labor and rising unemployment among migrant workers, it is evident that increasing numbers of migrants will be seeking work in other occupations. Educators and outreach workers who deal with migrant workers are often perplexed by the fact that each year some families are able to resettle in a community for year-round living while others, who also verbalize a desire to resettle, continue their patterns of moving from place to place. What distinguishes the migrant workers who actually manage to remain from those who only profess to want to do so? This study attempts to locate factors related to the resettlement of migrant workers in New York State.

Chapter II

Review of the Literature

This study seeks to integrate several variables in an effort to explore factors related to the resettlement of migrant adults. Years of formal education, reading achievement, and attitudes toward reading among three distinct migrant groups will be analyzed and relationships among the three variables will also be sought.

In synthesizing the literature relevant to this study, it seems pertinent to divide the discussion into two major areas: attitudes and adult basic education. Within the area of attitudes will be discussed the definition and measurement of attitudes, attitudes toward reading in particular, and the relationship of attitudes toward reading to such variables as intelligence, age, sex, socioeconomic status, home environment, and reading achievement. Within the area of adult basic education will be discussed the characteristics of adult basic education participants, their achievement and factors related to it, and the effects of participation upon the adult students.

Attitudes

Definition and Measurement

"Attitude." During the past fifty years, researchers have repeatedly attempted to refine the conceptualization of this term as they have also sought a means to measure it. Witness the variations in its definition:

1) "a mental and neural state of readiness organized through experience, exerting directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (Allport, 1935, p. 798).

2) "an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world" (Krech & Crutchfield, 1948, p. 152).

3) "a dispositional readiness to respond to certain situations, persons, or objects in a consistent manner which has been learned, and has become one's typical mode of response" (Guilford, 1954, p. 596).

4) "an emotional tendency, organized through experience, to react positively or negatively toward a psychological object...or ...feelings for or against something" (Remmers, 1955, p. 362).

In an effort to synthesize the wide variety of definitions and interpretations, Summers (1970) has summarized four areas of substantial agreement concerning attitudes. First, an attitude is a predisposition to respond to an object rather than the actual behavior toward it. Second, attitudes are persistent over time. The alteration of attitudes, especially strongly held ones, requires substantial pressure. Third, attitudes greatly contribute to consistency in behavior. And fourth, attitudes have a directional quality - positive or negative - in terms of preference and evaluations.

Attitudes may serve one of three functions, according to Wiechmann and Wiechmann (1973). Attitudes give continuity and structure to an individual's personality. They also give meaning to a person's daily perceptions and activities. Finally, attitudes serve the individual in his attempted solution of needs and assist him in achieving goals.

The act of measurement of attitudes requires a preliminary conceptualization of what is to be measured. Gardner (1975) and Summers (1977) have criticized much of the research in attitude measurement as lacking an underlying theoretical construct. In spite of the variations in definition, attitude most generally has been conceptualized as a learned predisposition to respond consistently in a favorable or unfavorable manner toward an object or a class of objects (Kothandapani, 1971; Ostrom, 1969). However, this general definition has been frequently criticized as oversimplified and unidimensional.

Gradually, attitude has come to be viewed more frequently as a multidimensional construct, rather than as an unidimensional one. Due to the cumulative research efforts of Allport (1935), Harding, Kutner, Proshansky, and Chein (1954), Katz and Scotland (1959), Ostrom (1969), and Rosenberg and Hovland (1960), three distinct components or dimensions of attitude have been postulated. The first, the affective component of attitude, is composed of emotional and physiological reactions, favorable to unfavorable feelings, likes or dislikes. It is this "gut reaction" which has been most frequently mentioned in general definitions of attitude. The second component, known as the behavioral or action component, is included because attitudes can be inferred from verbal behavior (responses on a questionnaire) or from overt nonverbal behavior (noted by an observer). The behavioral component refers to statements representing supportive to hostile action, a reflection of personal action tendencies, past action, future intentions, and predicted behavior in hypothetical situations. Support for the third component, the cognitive factor, stems from the fact that attitudes differ in the extent that they reflect knowledge. The cognitive component includes statements representing desirable to undesirable qualities of the object in question and beliefs about the object, its characteristics, and relationships with other objects.

The complex research by Ostrom (1969) supported the theory of the three separate components of attitudes. Using four verbal measures of attitude to assess the attitudes toward church of 369 Introduction to Psychology students, he found that each of the three components correlated higher with itself (when measured by different methods) than it correlated with another component (when measured by different methods). Also, the verbal behavioral scale was found to be a slightly better predictor of overt behavior than a verbal cognitive or a verbal affective scale.

The research of Ostrom was replicated by Kothandapani (1971), using a more controversial subject (birth control) and further delimiting the behavioral component as the intention to act. Again using four verbal measures (Thurstone method of equally appearing intervals, Likert method of summated ratings, Guttman scalogram analysis, and Guilford self-ratings) of the three components of attitudes, this multitrait multimethod analysis supported the hypothesis that feeling (affective), belief (cognitive), and intention to act (behavioral) are three distinctly different components of attitude. The intention-to-act component, regardless of which attitude measure was used, was found to be a better predictor of overt behavior (actual birth control usage, in this case) than a verbal feeling or verbal belief measure. Kothandapani concluded that this is a possible explanation why earlier attitude studies, which used belief items, failed to predict behavior.

The goal of predicting behavior has been a motivating factor in attitude measurement and research. In an analysis of conditions common to situations in which the correlations between verbally expressed attitudes and actual behavior were likely to be high, Crespi (1971) found that improving behavioral prediction required that test items have stimulus properties very similar to those present in the actual behavioral situation. Also he found that correlations between attitudes and behavior were likely to be high when attitudes were conceptualized as "highly specific combinations of beliefs, preferences, and intentions, each held with varying degrees of intensity" (p. 333). In other words, correlations were high when attitudes were treated as multidimensional, rather than as general predisposing variables which are expected to have common effects in a wide variety of situations. Although Crespi's terminology is different, his three dimensions of attitude measurement correspond to the affective, behavioral, and cognitive components suggested by Ostrom.

Attitudes Toward Reading

Reading has been defined by Robeck and Wilson (1974) as a "process of translating signs and symbols into meanings and incorporating new meanings into existing cognitive and affective systems" (p. 1). According to this definition, the act of reading involves not only cognitive skills but also an intangible affective component.

Attitudes toward reading are an inextricable part of the reading process. As Strickland (1957) so succinctly has stated, "A reader, we know, is not a person who can read; he is a person who does read" (p. 240). Reading skills are reinforced and refined by practice. The amount of free time spent reading is dependent upon the attitudes of the reader toward reading. In addition, success in reading is measured by more than scores on standardized achievement tests. How often a person reads and how much enjoyment he obtains from reading are also important.

However, there has been a wide variation in opinion as to what factors can be used to distinguish between persons with positive and negative attitudes toward reading. In a survey of 60 fifth and sixth graders, their parents, and their teachers, Ransbury (1973) found that teachers, parents, and students had different perceptions of what kinds of behaviors described people who enjoyed reading and those who did not. Parents believed that the frequency of reading and the diversity in types of reading materials possessed were indicative of attitudes toward reading. Classroom teachers associated a child's reading attitude most strongly with intelligence and attitudes toward reading skill development, rather than enjoying reading in leisure time. Children associated attitudes toward reading with verbal statements about the merits of reading, the number of reading materials possessed, and combining reading with other activities. However, children attributed their own reading attitudes primarily to their reading ability. They seemed to evaluate their own feelings about reading in terms of success or failure in school. The influence of parents in affecting children's reading attitudes was perceived by all three groups (parents, children, and teachers) while teacher influence was considered inconsequential by all three groups.

Research in the area of reading attitudes is a fairly recent phenomenon. Almost all of it has been conducted at the elementary level. Researchers have begun to explore factors related to the development of reading attitudes and also the relationship of attitudes and reading achievement. Results of research in these areas are discussed below.

Reading Attitudes and Intelligence

Although it is commonly assumed by teachers that more intelligent students have more positive attitudes toward reading, Alexander and Filler's review of the literature (1976) found no support for this position. This conclusion had also been reached earlier by Groff (1962) and Hansen (1969). Direct relationships have been found between test intelligence and reading test achievement, however.

Reading Attitudes and Age

Healey (1963) stated, "A number of authorities have indicated that a person's reading behavior is crystallized by the age of twelve" (p. 255).

Studies by Johnson (1964), Neale, Gill, and Tismi (1970), and Neale and Proshek (1967) with elementary age children found that attitudes toward reading and attitudes toward school became less positive with increasing grade level. Whether this should be interpreted as a criticism of an educational system which adversely affects children's attitudes over the years or whether the change is a result of a change in response set toward the attitudinal measure with age is still open to debate.

Reading Attitudes and Sex

Most of the research in this area has suggested that, in general, across a wide range of age levels, females may have more favorable attitudes toward reading than males (Alexander & Filler, 1976; Askov & Fischback, 1973; Hansen, 1969; Johnson, 1964; Kennedy & Halinski, 1975;

Mikulecky, 197 ; Neale, Gill & Tismi, 1970; Nielson, cited in Wolf, 197). Sex differences in reading attitudes may be caused by differential role expectations in our culture. However, at least two studies have found no significant differences in attitudes toward reading between boys and girls (Greenberg et al., 1965; Denny & Weintraub, 1966).

Reading Attitudes and Socioeconomic Status

It is often assumed that students with lower socioeconomic status have more negative attitudes toward reading than students with higher socioeconomic status. Indeed, Nielson's research (cited in Wolf, 197) with elementary students claimed support for this belief.

However, in their review of the literature, Alexander and Filler (1976) caution against accepting this assumption. Citing studies by Filler (1973), Groff (1962), Hansen (1969), and Heimberger (1970), Alexander and Filler stated that when reading achievement levels were controlled, no support was found for significant correlations between attitudes toward reading and socioeconomic status.

Reading Attitudes and Home Environment

Research in this area suggests that parents can have an influence on the development of their children's reading attitudes. Ransbury's study (1973) of 60 fifth and sixth graders, their parents, and teachers found that as a whole, all three groups of respondents believed that parents greatly influence children's reading attitudes. Estes and Johnstone (cited in Wolf, 197) found that parents of middle grade students with positive attitudes toward reading valued reading themselves and bought a wide variety of magazines. In a study involving fourth graders from urban, suburban, and rural backgrounds, Hansen (1969) found that involvement in children's reading activities explained a significant variance in the children's attitudes toward reading. Parent involvement included: working with homework; encouraging, helping select, and discussing the child's reading; reading to the child; assisting in looking things up in dictionaries and encyclopedias; and setting reading goals. Merely providing reading materials and acting as a role model did not result in high correlations with students' attitudes toward reading.

Reading Attitudes and Reading Achievement

Studies have been conducted with conflicting results in the area of attitude toward school as it relates to scholastic success. Although it would seem logical to assume that students who are doing well in school would have positive attitudes toward it, while those who are doing poorly would have the opposite, reviews of the literature by Jackson and Lahaderne (1967) and Neale, Gill, and Tismi (1970) found that scholastic success and attitudes are typically unrelated to each other. However, three studies have found moderate relationships between these two factors. Brodie (1964) reported that "satisfied" eleventh grade students (defined as those scoring at least 1½ standard deviations above the mean score on the Student Opinion Poll) scored significantly higher on seven of the nine subtests of the Iowa Tests of Educational Development than did "dissatisfied" students (those who scored at least 1½ standard deviations below the mean). As a result of his research, Brodie commented that a negative attitude toward school appears to have a particularly inhibitory effect on the type of learning in the classroom, i.e. academic skill development, and less of an effect on general knowledge and vocabulary, which are more often the product of independent reading and observation. Malpass (1953) found a correlation between eighth grade students' perceptions of school and their end-of-semester grades, but he found no significant correlation between perception of school and achievement, as measured by the Stanford Arithmetic and Reading Achievement Tests. On the other hand, Neale et al. (1970) reported that the attitudes toward school subjects held by sixth graders made little or no contribution to predictions for achievement at the end of the school year. They did, however, find moderate relationships between concurrent measures of attitude and achievement. For boys, correlations were significant for social studies, arithmetic, and reading. For girls, attitudes and achievement were correlated only for reading. Neale et al. concluded that while overall attitudes toward school may have no relationship to achievement, perhaps attitudes toward specific subjects do.

Within the specific subject area of reading, a review of the literature by Alexander and Filler (1976) uncovered relatively little research concerning the relationship between attitudes toward reading and reading achievement. Here, too, the conclusions reached have often been contradictory. Some research has shown no significant relationship between reading achievement and attitudes toward reading (Bernstein, 1972; Greenberg et al., 1965). Where correlations have existed, cause and effect relationships could not be established. Only tentative conclusions were possible.

Some studies (Askov & Fischback, 1973; Ransbury, 1973) suggested relationships between higher reading achievement and more positive attitudes toward reading. A possible explanation for this occurence is that students who achieve well receive more rewards than poor achievers and consequently develop more positive attitudes (Neale et al., 1970). Lending support to this interpretation, Jackson and Lahaderne (1967) reported that teacher ratings of student attitudes came closer to approximating student achievement rather than actual attitude. As in Ransbury's survey (1973), some students may perceive that their own ability to read is responsible for their attitude; they may evaluate their own feelings about reading in terms of success or failure in reading class. For the low reader then, reading improvement programs should be a high priority (Alexander & Filler, 1976).

Conversely, attitudes toward reading may also affect reading achievement (Groff, 1962; Healey, 1963; Johnson, 1964; Shepps & Shepps, 1971; Stevens, 1974). For some students, development of more favorable attitudes toward reading may result in increased learning, achievement, and time spent reading. Since learning to read well is dependent upon practice in applying the reading skills, perhaps the person who has improved attitudes in reading will spend more time reading and will thereby improve his reading ability.

Two possible explanations for a lack of relationship between achievement and attitudes reported in some research studies have been offered by Jackson and Lahaderne (1967). First, it is possible that the range of student responses on attitudinal questionnaires have not been as wide as the questionnaire design. The reported neutral feelings may not be powerful enough to affect behavior. Second, teachers and parents may be able to weaken a natural connection between attitudes and achievement by imposing systems of rewards and punishments for scholastic achievement upon the learner.

Adult Basic Education

According to statistics made available by the U.S. Bureau of the Census, in 1971 15 million Americans, age 25 or over, had completed less than an eighth grade education. This represented nearly one out of every seven Americans in that age category. Another 33 million completed eighth grade but did not finish high school. Furtnermore, in 1969 approximately 1½ million Americans over the age of fourteen were reportedly "totally illiterate" (Mezirow, Darkenwald & Knox, 1975, p. 19). Clearly then, a large need exists in this country for adult basic education.

Characteristics of Adult Basic Education Participants

Reasons that participants cite for attending adult basic education programs are many. In a study published by the Adult Education Association of the U.S.A. (Mezirow et al., 1975), age and sex were found to be related to motives for attending ABE classes. Young men and women in their teens and twenties and men up to the age of fifty were most often likely to indicate wanting to qualify for better jobs and to obtain high school equivalency diplomas as their motives for attendance. Wanting to get a driver's license, to help the children with schoolwork, and to communicate in English were more often mentioned by women with children, while older adults were more likely to be motivated by desires to socialize or to read the Bible.

Although the skill levels of adult basic education participants may parallel those of elementary and junior high students, there are many important differences which set the adult learner apart from younger students. As summarized by the NAPSAE in A Guide for Teacher Trainers in Adult Basic Education (1966), the adult learner:

1) is likely to be more rigid in his thinking.
2) is more impatient in the pursuit of learning objectives.
3) encounters greater difficulty in remembering isolated facts.
4) requires a longer time to perform learning tasks but, in general, can learn as well as youth.
5) has restricted powers of adjustment to external temperature changes and to distractions as age progresses.
6) is less willing to adopt new ways.
7) suffers more from being deprived of success.
8) is not a member of a captive audience.
9) is used to being treated as a mature person and resents having teachers "talk down" to him.
10) has a number of responsibilities competing for his time and energy that are more compelling than education.
11) may be fatigued upon arriving in class.
12) is more likely to be a member of a heterogeneous instructional group.

13) may attend classes with a mixed set of motives.
14) has made a momentous voluntary decision in deciding to return to school.
15) has more experience in living.
16) is more realistic.
17) has needs which are more concrete and immediate.

Lynch and Smith (1976) also listed a lack of self confidence, fear of school, unusual sensitivity to nonverbal forms of communication, use of defense mechanisms, and values, attitudes, and goals different from upper and middle class norms as characteristic of undereducated adults.

Adult basic education participants also face many difficulties in class attendance. In addition to the problems of family responsibilities, resultant fatigue, and the reluctance to admit educational inadequacies or to chance another failure which were alluded to above, ABE participants are also likely to have unstable jobs, to need to hold down a second job or work overtime, to be mobile, to have sickness in the family, to be involved with public agencies, and/or to be stymied by transportation costs and distances and lack of child care. Another hindrance to ABE attendance arises from the class situation itself. A policy of free and open enrollment of all adults over sixteen brings together a potpourri of ethnic backgrounds, generations of U.S. citizenship, educational achievement from total illiterates in any language to PhD's with limited English, ages from teenagers to retired persons, learning potentials from retarded to exceptionally bright, psychiatric ranges from disturbed to normal, and middle to low social classes. Such a diversity in class composition may result in an absence of group feeling and support. Moreover, most ABE students initially have unrealistic timetables of how long and how much effort it will take them to reach their goals. When they enter the program, the adults are frequently forced to revise their timetables drastically; many become discouraged at this point and drop out (Mezirow et al., 1975).

Achievement and the ABE Student

For those adults who do persist and overcome obstacles in attending adult education programs, what factors influence their achievement? Age, teacher characteristics, and self concept will be discussed below.

Research in the area of the effect of age on achievement has had mixed results. Grotelueschen (1972) reported that earlier research findings by Sjogren and Knox suggested that adults who have not recently participated in educational activities or who do not have as high a level of formal education are not able to perform as well in a learning activity as others. Dickens (1973) found that with U.S. Army enlistees enrolled in a four-week ABE course, age was indeed negatively correlated with pretest to posttest achievement. However, in an Illinois survey of two hundred adult education students, age was not found to be relevant to successful attainment of a high school equivalency diploma (Dowling, n.d.).

In what ways can an ABE teacher affect the achievement of her students? Much has been written about the effect of teacher expectations upon students' achievement and intelligence test scores in the public schools (Glock, 1972; Palardy, 1969; Rosenthal, 1968). When teachers are given reason to believe that some students have hidden potential, it tends to become a self-fulfilling prophecy as teachers expect more of those students and they, in turn, achieve more. In an attempt to replicate the previous research findings of the effect of teacher expectancy upon students' achievement and intelligence test scores and to extend them to an adult education population, Rosenthal (1975) examined the achievement of 107 military men enrolled in a two-week remedial course. The data did not substantiate earlier research findings; the suggestion of academic potential of certain students to teachers did not have a significant effect on achievement. Rosenthal suggested that trends of teacher racial bias in this experiment against blacks and Hispanics might have been a stronger influence than the experimental suggestion of academic spurting potential. Overall, teachers did not differentiate between black or Hispanic high and low achievers on written rating scales, although they recognized white high achievers. It is also possible that the program length of two weeks was too short to demonstrate differences between the control and experimental groups. However, in another study, this one by Blakey (1970), four teachers in an ABE center were led to expect high achievement in reading from randomly selected experimental subjects. The analysis of data found a direct relationship between teachers' levels of expectations and the achievement gains of students, lending support for the self-fulfilling prophecy. Furthermore, observation of teacher behavior during the experiment led to the conclusion that the communication of teacher expectation bias to students could not be explained solely on the basis of verbal cues. In a study focusing on different teacher characteristics and their effect on the achievement of ABE enrollees, Dickens (1973) found that the only teacher characteristic approaching a significant correlation with achievement was the factor describing a teacher as stimulating, innovative, enthusiastic, and interesting.

Some research has attempted to find a relationship between the self concept or self esteem of ABE students and their achievement. That perceived relationship appears to be based upon the premises set forth by Quandt (1972). A low self concept may be caused by a child's poor evaluation of his reading performance or by the evaluations of significant others - parents, peers, or teachers. The learner who feels he may not be successful in the eyes of persons important to him may attempt to avoid reading; this may be manifest in an apparent disinterest or hatred of reading, an apparent lack of effort, or refusal to read. If the learner believes he will not succeed in reading because of previous experience, he may not succeed. A self-fulfilling prophecy becomes operative; it is a vicious cycle. Because of his poor self concept, the reader may read progressively poorly. Failure tends to cause less effort, resulting in progressively worse performance as the learner advances in school.

A study by Renbarger (1969) of 59 disadvantaged Negro women enrolled in a clerical training program supported the hypothesis of a relationship between self esteem and achievement. A positive relationship was found between gains in self esteem and gains in academic achievement. Dropouts from the program had lower self esteem than those who remained in the program, but the difference between the two groups was not significant. No support was found for the hypothesis that this disadvantaged population had lower self esteem scores than a "normal" population.

Effects of ABE Participation

Taxpayers, program administrators and evaluators, and ABE participants frequently must ask themselves what the effects of participation in adult basic education programs are. In an ex post facto analysis, ABE completers (who attained high school equivalency diplomas), ABE non-completers (who did not attain high school equivalency diplomas), and nonparticipants from ten rural and urban counties in West Virginia were interviewed by trained former ABE students. As a result, it was determined that ABE completers were significantly more likely than either of the other groups to:

1) earn more than $401.00 a month.
2) move to a newer residence.
3) make plans for the future.
4) not receive welfare benefits after participation.
5) work full-time.
6) feel comfortable in groups of people (Shipp et al., 1973).

Nave (1974) chose to utilize a mail-in survey to analyze the responses of 629 adults who passed the high school equivalency test in Kentucky after attending an adult learning center. He found that the number of program participants who were employed after receiving diplomas increased by 15%. Forty-seven percent had gone on to enroll in further vocational, on-the-job, or college level courses. One-fourth of the respondents felt the program had been worthwhile because they felt greater personal satisfaction and self-confidence. One-half indicated they would have better job and educational opportunities as a result. Also encouraging was the fact that 78% of the graduates felt their attitudes toward education in general had become more positive since going back to school.

Summary

This review of the literature has focused upon two broad areas of research - attitudes and adult basic education.

The definition and measurement of attitudes continue to be nebulous areas in need of further refinement. Gradually, however, attitude seems to be more often conceptualized as a multidimensional construct, composed of affective, behavioral, and cognitive factors, rather than as an unidimensional one.

Within the area of attitudes toward reading, research has been primarily conducted with elementary and secondary school children. Results have often been inconclusive or contradictory. Although the majority of studies have concluded that females have more positive attitudes toward reading than males, some have found no sex differences. Tends toward less positive attitudes with increasing age have been documented, but whether this is due to an actual decline or a change in response to the attitude measure itself is unclear. Research suggests that parents can have an influence on the development of their children's reading attitudes by actively encouraging and being involved in leisure reading and related activities. Although it is often assumed that students from lower socioeconomic backgrounds have more negative attitudes toward reading, this difference may disappear if reading achievement is controlled among different socioeconomic groups. No relationship has been documented between intelligence and attitudes toward reading, but relationships have sometimes been noted between reading achievement and attitudes toward reading. Whether improvement in attitude causes gains in reading achievement or vice versa, or whether both may improve concurrently, or whether all three possibilities can be operative with different readers is still unresolved.

Within the area of adult basic education, it is clear that adults attend ABE classes for a variety of reasons. The adult education teacher must realize that adult learners have numerous characteristics and obstacles to attendance which set them apart from younger students.

Research in the area of achievement of adult basic education participants has been limited and has had mixed results. Age has been negatively correlated with achievement in some studies and found to be unrelated in others. It is possible that the self-fulfilling prophecy of the adult education teacher may affect student achievement. Although Rosenthal (1975) did not find that the suggestion to teachers of the academic spurting potential of certain students influenced achievement, a study by Blakey (1970) did. Some support has been found for a relationship between the self concept or self esteem of the adult basic education student and his achievement, but no cause-effect relationship has yet been established.

Those adults who do complete an adult education program often do realize an improvement in earning power, self-confidence, and attitudes toward education.

Chapter III

Design of Study

The purpose of this study was to explore factors related to the resettlement of migrant adults in New York State. It was speculated that former migrant workers who have resettled might have completed more years of formal education, have higher reading achievement, and/or have more positive attitudes toward reading than current interstate or intrastate migrant workers. It was also speculated that migrant workers could identify various socio-economic and cultural factors as important variables in their own decision to resettle out of the migrant stream.

Hypotheses

1. There will be no significant differences among groups of resettled migrant adults, interstate migrant adults, and intrastate migrant adults in years of formal education completed.

2. There will be no significant differences among groups of resettled migrant adults, interstate migrant adults, and intrastate migrant adults in reading achievement or in proficiency in oral English.

3. There will be no significant differences among

groups of resettled migrant adults, interstate migrant adults, and intrastate migrant adults in attitudes toward reading.

4. There will be significant difference between migrant adults with high reading achievement and migrant adults with low reading achievement in attitudes toward reading.

5. There will be no significant difference between migrant adults with high reading achievement and migrant adults with low reading achievement in years of formal education completed.

6. There will be no significant difference between male migrant adults and female migrant adults in attitudes toward reading.

7. There will be no significant difference in frequency of response among three categories indicating the importance of selected socioeconomic and cultural factors influencing migrant families' decisions to resettle.

Methodology

Subjects

The subjects for this study consisted of 81 migrant adults, 40 male and 41 female, who attended adult education classes offered by the Migrant Adult Basic Education Projects at the State University Colleges at Brockport, Fredonia, New Paltz, and Oneonta. The Migrant Adult Basic Education Program serves as an alternative to traditional adult education courses in that teachers are hired to go out into the homes and labor camps of migrant farmworkers to provide individual or small group instruction in basic reading skills, high school equivalency instruction, or English as a Second Language. Program participants must be 16 years of age or older, out of school, and without a high school diploma; participation is voluntary and provided without cost to farmworkers by the Bureau of Continuing Education, State of New York.

Participation in the study was voluntary on the part of Migrant Education Centers, teachers, and students. At the time of their participation in the attitudinal survey, the migrant adults had received varying amounts of instruction, ranging from 0 to 168 hours.

Subjects ranged in age from 17 to 48 years.

Participants included adults from various ethnic backgrounds. The breakdown by ethnic group is as follows: Caucasian - 28, Afro-American - 13, Mexican-American - 11, Jamaican - 11, Puerto Rican - 2, Bahamian - 2, American Indian - 2, Hispanic other - 5, unknown or unreported - 6.

Instrumentation

1. California Achievement Test, Reading Comprehension Subtest, CTB/McGraw-Hill, 1970.

This instrument is a standardized test used as a pretest of reading achievement when migrant adults enter the adult education program. Normally it is administered by the end of the third instructional session. The test is available in several levels of difficulty - Level 1 spans reading levels from first to second grade; Level 2, second to fourth grade; Level 3, fourth to sixth grade; Level 4, sixth to ninth grade; Level 5, ninth to twelfth grade. Students are assigned to take the appropriate test level on the basis of performance on a locator test, the Botel Test of Word Opposites.

2. Ilyin Oral Interview, Newbury House Publishers, Inc., 1976.

This instrument is a standardized oral interview used as a pretest of oral communicative skills for speakers of English as a Second Language who are unable to read in English. The test consists of 50 items. Respondents must answer questions and form questions based upon a series of pictures contained in the test. Respondents receive zero points for each inappropriate or unintelligible response, one point for each response which is appropriate and intelligible but which contains one or more errors in grammar or structure, and two points for each response which is appropriate, intelligible, and grammatically correct. The Ilyin Oral Interview is administered to migrant adults entering the adult education program by the end of the third instructional session.

3. Attitudes Toward Reading Questionnaire. A review of instruments currently available to measure attitudes toward reading revealed no measure which was suitable for administration to low-income rural adult basic education students. Consequently a four-point Likert scale with twenty items was developed by the researcher for this purpose.

Possible items for the questionnaire were adapted from published attitudinal surveys by Estes (1971), Kennedy and Halinski (1975), Remmers (1960), and Smith (1975) and from a review of the literature. Items were selected to include all three components of attitude discussed by Ostrom - personal affect, personal belief, and personal behavior (Kothandapani, 1971; Ostrom, 1969). A total of 47 statements, representative of both favorable and unfavorable attitudes toward reading, were assembled for possible use.

In a procedure adapted from Gardner (1975), it then became the task of a panel of judges, members of the graduate Reading Seminar at the State University College of New York at Brockport, to rate each statement on an 11-point scale. The continuum ranged from -5, expressing an extremely negative attitude toward reading, to +5, expressing an extremely favorable attitude toward reading. Items which received a wide range of ratings or a fairly neutral rating were eliminated as ambiguous. Items which the panel of judges felt contained difficult semantical structures or idiomatic expressions were also eliminated.

As a result, a 26-item attitudinal questionnaire was developed for use in a pilot study. Two practice items were also included. Equal numbers of favorable and unfavorable statements about reading were interspersed throughout the questionnaire in order to minimize possible response sets among participants (Edwards, 1957).

4. Reasons for Resettlement Questionnaire, Forms A and B.

The Reasons for Resettlement Questionnaire was developed by the researcher after consultations with numerous current and former migrant workers and migrant outreach staff. The questionnaire directed migrant adult respondents to consider 20 reasons for deciding to live in the same geographic area for a year or more and to rate each reason as a very important, somewhat important, or not important influence on their own decision to resettle. Two practice items were included to make sure the directions of the task were clear to the respondents. Respondents were given the option of adding additional factors if they felt important reasons had been omitted from the questionnaire. The questionnaire also contained four short answer questions focusing on the migrant workers' own vocational goals and their aspirations for their children's careers.

Two forms were developed for the Reasons for Resettlement Questionnaire. Form A directed resettled migrants to reflect back on their decision to remain in an area within New York State and to answer the questionnaire from that perspective. Items were written in the past tense. Form B, designed for current interstate and intrastate migrants, asked respondents to approach the questionnaire from the perspective that if they were going to decide to resettle in an area for a year or more, how important would the reasons given be? Items were written in the present conditional tense.

The instrument was submitted for criticism by members of the graduate Reading Seminar at the State University College of New York at Brockport in order to clarify the directions and wording of questionnaire items. Minor adjustments were then made.

The Pilot Study

The Attitudes Toward Reading Questionnaire and the Reasons for Resettlement Questionnaire, Forms A and B, were piloted with 15 migrant adult participants in the Migrant Adult Education Project at the State University College at Brockport during September 1978. Questionnaires were administered individually by adult education tutors who read the directions and items aloud. Respondents marked their own answers. This procedure was suggested by Estes (1972) in order to minimize the effect of limited reading ability on reading attitudinal scores and to minimize the occurrence of misunderstanding of questionnaire items.

Respondents were asked to put their names on the top of the questionnaires, along with their age and last grade completed in school. This decision was based upon research by Kennedy and Halinski (1975), who concluded that a guarantee of anonymity for secondary school students completing attitudinal surveys did not have a significant effect on survey scores.

On the basis of the pilot study, six items were eliminated from the Attitudes Toward Reading Questionnaire because they failed to discriminate between persons with low and high total scores on the instrument. The attitudinal questionnaire then contained twenty items. Respondents received from one to four points per item, depending upon the degree of positiveness or negativeness toward reading indicated by the answer. Respondents who omitted an item or gave more than one answer for an item received the mean score of 2.5 points for that response. Total possible scores on the Attitudes Toward Reading Questionnaire ranged from a low of 20 points, representing an extremely negative attitude toward reading, to a high of 80 points, representing an extremely positive attitude.

Following the pilot study, split-half reliability on the shortened Attitudes Toward Reading Questionnaire was determined. The Spearman's Coefficient was calculated to be .858, sufficiently high enough for wide-scale distribution of the instrument.

Respondents who participated in the pilot study experienced no difficulty in understanding or completing the Reasons for Resettlement Questionnaire. Therefore, it was deemed ready for wide-scale distribution without further revision.

Procedures

The Attitudes Toward Reading Questionnaire and the Reasons for Resettlement Questionnaire were then translated into Spanish by a native Spanish speaker. Translations were checked for accuracy by a second Spanish speaker before the Spanish versions of the questionnaires were finalized.

During October 1979, packets of questionnaires were then mailed to the Migrant Education Centers at the State University Colleges at Fredonia, New Paltz, and Oneonta. Directions were included for the Migrant Adult Education Coordinators at these centers, who had previously agreed to cooperate in obtaining data for the study. More questionnaires were also distributed locally in the Brockport area. In addition to having the migrant adults in the program complete the questionnaires, centers were asked to complete and return data sheets for each respondent. Data reported included: *California Achievement Test* or *Ilyin Oral Interview* pre-test scores, number of hours of adult education instruction received to date, migrant status (resettled, interstate, or intrastate), and ethnic background.

Data was collected during a six-week period and then returned to the researcher by mail.

Statistical Analysis

One-way analyses of variance were used to test hypotheses 1, 2, 3, 5, and 6. Two-way analysis of variance was used to test hypothesis 4. Chi-square values were computed to test hypothesis 7.

Summary

In order to explore factors related to the resettlement of migrant adults in New York State, seven hypotheses were tested. Subjects were 81 participants in Migrant Adult Basic Education Programs. Two standardized tests, the California Achievement Test and the Ilyin Oral Interview, and two researcher-designed instruments, the Attitudes Toward Reading Questionnaire and the Reasons for Resettlement Questionnaire, were used to determine differences among groups of resettled, interstate, and intrastate migrant adults in terms of years of formal education, reading achievement or proficiency in oral English, attitudes toward reading, and reasons for resettlement.

Chapter IV

Analysis of Data

The major purpose of this study was twofold. First, differences among groups of resettled, interstate, and intrastate migrant adults in New York State were investigated in the areas of formal education received, reading achievement, and attitudes toward reading. In addition, the relationships between attitudes toward reading and reading achievement, between reading achievement and formal education, and between attitudes toward reading and sex were explored for this particular population. Second, the study sought to determine which socio-economic and cultural factors were important influences in migrant families' decisions to leave the migrant stream.

Analyses of variance for the first six hypotheses were conducted using the Minitab II computer program package from Pennsylvania State University adapted by the State University College of New York at Brockport. Analysis of the seventh hypothesis was conducted by means of Chi-square coefficients.

Findings and Interpretations

The first hypothesis investigated in this study stated that there would be no significant differences among groups of resettled migrant adults, interstate migrant adults, and intrastate migrant adults in years of formal education completed. Education information was collected by means of self-reports by participants.

Tables 1 and 2 present the results of the one-way analysis of variance for the first hypothesis. The mean educational attainment for each group was as follows: interstate migrants, 6.33 years; intrastate migrants, 9.08 years; resettled migrants, 8.61 years. As indicated, the relationship between education and migrant status was significant at the .05 level; the data rejected the null hypothesis (Critical Value for F = 3.93; df = 2 and 58; $\alpha = .05$).

Table 1

Means and Standard Deviations in Educational Attainment of Migrant Adults

Subjects	n	Mean	Standard Deviation
Interstate	18	6.33	3.91
Intrastate	12	9.08	1.31
Resettled	31	8.61	2.53
Total	61		

Table 2

Analysis of Variance Table for
Educational Attainment of Migrant Adults

Source	df	SS	MS	F-Ratio
Factor	2	75.66	37.83	4.67*
Error	58	470.27	8.11	
Total	60	545.93		

*significant at $\alpha = .05$, $F_{crit} = 3.93$

However, as stated by Lindquist (1956), if a F-test does prove significant, it does not necessarily follow that the educational mean for each group significantly differs from those of both of the other two groups. Therefore, following the procedure outlined by Lindquist (1956, p. 91), t-tests were conducted on individual pairs of means to determine which particular groups of migrant adults significantly differed in educational attainment, according to the formula:

$$t = \frac{M_1 - M_2}{\sqrt{MS_w\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Results are summarized in Table 3.

Table 3

Test for Significance of Differences in Means for Individual Pairs

Source	df	t-value
$t_{(\text{interstate vs. intrastate})}$	28	2.59*
$t_{(\text{interstate vs. resettled})}$	47	2.70*
$t_{(\text{intrastate vs. resettled})}$	41	.49

*significant at $\alpha = .05$

As indicated, significant differences in educational attainment were found between the means of groups of interstate and intrastate migrant adults and between groups of interstate and resettled migrant adults. However, no significant difference was found between the means for educational attainment of intrastate and resettled migrant adults.

The second hypothesis stated that there would be no significant difference among groups of resettled migrant adults, interstate migrant adults, and intrastate migrant adults in reading achievement or in proficiency in oral English.

The number of English as a Second Language participants in this study, who took the oral language proficiency test because they were unable to take a reading achievement test in English, was small. Only nine Ilyin Oral Interview test scores were reported. Of the nine, seven were from interstate migrants. Numbers of English as a Second Language participants were insufficient to perform an analysis of variance for oral language proficiency based upon migrant status.

Tables 4 and 5 present the analysis of variance for reading achievement based upon migrant status (Critical Value for $F = 3.93$; df = 2 and 60; $\alpha = .05$). The mean reading achievements for each group based upon grade equivalent scores from the California Achievement Test, Reading Comprehension Subtest, are as follows: interstate migrants, 3.66; intrastate migrants, 6.12; resettled migrants, 5.90.

Table 4

Mean Grade Equivalents and Standard Deviations in Reading Achievement of Migrant Adults

Subjects	n	Mean	Standard Deviation
Interstate	25	3.66	3.56
Intrastate	9	6.12	2.20
Resettled	29	5.90	3.69
Total	63		

Table 5

Analysis of Variance Table for Reading Achievement of Migrant Adults

Source	df	SS	MS	F-Ratio
Factor	2	79.7	39.9	3.30
Error	60	725.1	12.1	
Total	62	804.8		

$F_{crit} = 3.93$

Although the F-ratio approached significance, the data failed to reject the null hypothesis at the .05 level. However, it should be noted that a span of 2.46 grades in reading achievement separated the highest achieving group, intrastate migrants, from the lowest achieving group, interstate migrants. The analysis of variance treated grade equivalent scores as if they were raw scores. Had the actual raw scores, in addition to the grade equivalent scores, been available to test this hypothesis, it is entirely possible that the null hypothesis might have been rejected at the .05 level.

The third hypothesis stated that there would be no significant differences among groups of resettled migrant adults, interstate migrant adults, and intrastate migrant adults in attitudes toward reading. Participants in the study each received a raw score based upon their completion of the Attitudes Toward Reading Questionnaire developed by the researcher. Possible scores ranged from 20 to 80. Actual attitudinal scores of participants ranged from 47 to 77.

The relationship between attitudes toward reading and migrant status is presented in Tables 6 and 7 (Critical Value for F = 3.93; df = 2 and 54; α = .05).

Table 6

Means and Standard Deviations in Attitudes Toward Reading of Migrant Adults

Subjects	n	Mean	Standard Deviation
Interstate	10	65.10	7.28
Interstate	12	59.71	8.65
Resettled	35	65.54	7.19
Total	57		

Table 7

Analysis of Variance Table for
Attitudes Toward Reading of Migrant Adults

Source	df	SS	MS	F-Ratio
Factor	2	313.2	156.6	2.77
Error	54	3055.3	56.6	
Total	56	3368.6		

$F_{crit} = 3.93$

The data failed to reject the third null hypothesis. There were no significant differences in attitudes toward reading among groups of interstate, intrastate, and resettled migrant adults.

The fourth hypothesis stated that there would be no significant differences between migrant adults with high reading achievement and migrant adults with low reading achievement in attitudes toward reading.

To test this hypothesis, a two-way analysis of variance was used in order to take into account the varying number of hours of instruction participants in the study had received when they completed the Attitudes Toward Reading Questionnaire. Respondents were categorized in two ways - by high or low hours of instruction and by high or low reading ability. Respondents who had received fewer than the median of 26 hours of instruction were placed in the low instructional hours group while respondents who had received more than the median were placed in the high instructional hours group. Respondents who scored more than one standard error below the mean score on the California Achievement Test, Comprehension Subtest (mean = 5.04; standard error = 1.2) were placed in the low achievement group while respondents who scored more than one standard error above the mean score were placed in the high achievement group. In this manner, attitudes toward reading scores could be compared for four groups: high ability - high instructional hours, high ability - low instructional hours, low ability - high instructional hours, and low ability - low instructional hours.

Tables 8 and 9 summarize the results of the two-way analysis of variance for the fourth hypothesis (Critical Value for F = 5.72; df = 1 and 24; $\alpha = .05$).

Table 8

Mean Attitude Scores by Ability and Hours of Instruction

	High Hours (Hrs. > 26)	Low Hours (Hrs. < 26)	Total
High Ability (CAT > 6.24)	65.00	63.71	64.36
Low Ability (CAT < 3.84)	64.64	61.79	63.21
Total	64.82	62.75	63.79

Table 9

Analysis of Variance Table for Attitudes Toward Reading of High and Low Achievers with High and Low Amounts of Instruction

Source	df	SS	MS	F-Ratio
Reading Ability	1	9.1	9.1	0.15
Hours of Instruction	1	30.0	30.0	0.50
Interaction of Ability and Instruction	1	4.3	4.3	0.07
Error	24	1433.7	59.7	
Total	27	1477.2		

$F_{crit} = 5.72$

The data failed to reject the fourth null hypothesis. There was no significant difference between migrant adults with high reading achievement and migrant adults with low reading achievement in attitudes toward reading.

The fifth hypothesis stated that there would be no significant difference between migrant adults with low reading achievement and migrant adults with high reading achievement in years of formal education completed. Again, respondents who scored more than one standard error above the mean score on the California Achievement Test, Comprehension Subtest (mean = 5.04; standard error = 1.2) were placed in the high achievement group; respondents who scored more than one standard error below the mean score were placed in the low achievement group.

Results of the one-way analysis of variance can be found in Tables 10 and 11 (Critical Value for F = 5.42; df = 1 and 41; $\alpha = .05$).

Table 10

Means and Standard Deviations of Years of Formal Education for High and Low Reading Achievers

Subjects	n	Mean	Standard Deviations
Low Reading Achievers (CAT $<$3.84)	25	7.04	3.48
High Reading Achievers (CAT $>$6.24)	18	9.00	1.57

Table 11

Analysis of Variance Table for Years of Education by High and Low Achievers

Source	df	SS	MS	F-Ratio
Factor	1	40.20	40.20	4.95
Error	41	332.96	8.12	
Total	42	373.16		

$F_{crit} = 5.42$

The mean years of formal education for the group of low reading achievers (below 3.84 grade equivalent) was 7.04 years; the mean for the group of high reading achievers (above 6.24 grade equivalent) was 9.00 years. Although the value of the F-ratio approached significance, the data failed to reject the null hypothesis at the .05 level.

The sixth hypothesis stated that there would be no significant difference between male migrant adults and female migrant adults in attitudes toward reading.

The analysis of variance is reported in Tables 12 and 13 (Critical Value for F = 5.29; df = 1 and 55; α = .05).

Table 12

Means and Standard Deviations in Attitudes Toward Reading by Sex

Subjects	n	Mean	Standard Deviation
Males	20	65.50	6.47
Females	37	63.55	8.37

Table 13

Analysis of Variance Table for
Attitudes Toward Reading by Sex

Source	df	SS	MS	F-Ratio
Factor	1	49.2	49.2	0.81
Error	55	3319.4	60.4	
Total	56	3368.6		

$F_{crit} = 5.29$

The data failed to reject the null hypothesis. No relationship was found between attitudes toward reading and sex for this sample population.

The seventh hypothesis stated that there would be no significant difference in frequency of response among three categories indicating the importance of selected socio-economic and cultural factors influencing migrant families' decisions to resettle.

Data for this hypothesis were collected by means of the Reasons for Resettlement Questionnaire. Form A of the questionnaire, directed toward resettled migrant adults, asked respondents to indicate which of the factors listed were true of their own situation (yes or no) when they decided to resettle and how important each of those "yes" factors were. Form B asked current migrant workers, both interstate and intrastate workers, to indicate how important each of the factors listed would be if they were going to resettle. Completed questionnaires were returned from 40 resettled migrants and 14 intrastate migrants. Responses of interstate migrants to the Reasons for Resettlement Questionnaire could not be included in this study because of two factors - first, a delay in receipt of questionnaire forms due to lost mail, and second, the early departure of interstate migrants from New York State in the fall of 1978 due to cold weather and rains.

Results of the Chi-square coefficients computed for each of the twenty questions for resettled and intrastate migrant adults are summarized in Table 14.

Table 14

Frequency of Response for Reasons for Resettlement Between Groups of Resettled and Intrastate Migrants

Reason	%Yes/%No	How Important # V	 # S	 # N	Chi-Square
1. relatives					
A - resettled	72%/28%	17	7	5	8.55*
B - intrastate		3	7	4	1.86
2. more money					
A	49%/51%	15	2	2	17.80**
B		12	2	0	17.71**

Table 14 Continued

Reason	%Yes/%No	How Important # V	 # S	 # N	Chi-Square
3. tired of moving					
A	76%/24%	18	7	4	11.24**
B		7	4	3	1.86
4. have car					
A	70%/30%	23	1	4	30.51**
B		9	3	2	6.14*
5. children like school					
A	58%/42%	21	2	0	35.03**
B		8	4	2	4.00
6. like job					
A	77%/23%	24	6	0	31.20**
B		10	4	0	10.85**
7. year-round work					
A	69%/31%	25	1	1	42.67**
B		13	1	0	22.41**
8. easier to obtain medical help					
A	67%/33%	22	3	1	30.99**
B		10	4	0	10.85**
9. friends					
A	70%/30%	15	7	6	5.61
B		5	7	2	2.71
10. children complaining about changing schools					
A	28%/72%	8	2	1	7.81*
B		7	5	2	2.71

Table 14 Continued

	Reason	%Yes/%No	How Important # V	 # S	 # N	Chi-Square
11.	someone too sick to move					
	A	0%/100%	0	0	0	--
	B		10	3	1	9.57*
12.	costs less to live					
	A	44%/56%	13	2	2	14.23**
	B		8	5	1	5.28
13.	job training available					
	A	69%/31%	22	3	2	28.22**
	B		9	5	0	8.71*
14.	someone too old to move					
	A	13%/87%	2	2	1	0.40
	B		3	9	2	6.41*
15.	like weather					
	A	67%/33%	9	10	7	0.54
	B		3	7	4	1.86
16.	money saved					
	A	28%/72%	9	1	1	11.63**
	B		5	6	3	1.00
17.	have house					
	A	85%/15%	30	3	1	46.31**
	B		9	4	1	7.00*
18.	better schools					
	A	69%/31%	22	1	2	33.70**
	B		11	3	0	13.85**

Table 14 Continued

Reason	%Yes/%No	How Important # V	 # S	 # N	Chi-Square
19. fair boss					
A	77%/23%	21	7	2	19.40**
B		7	7	0	7.00
20. easier to obtain financial help					
A	60%/40%	17	5	2	15.75**
B		6	6	2	2.28

* significant at = .05
**significant at = .005

Chi-square coefficients for reasons for resettlement which were significant for both the resettled and intrastate migrants sampled included: being able to make more money in the given area, having a car, liking the job, having work which would last year-round, being easier to obtain medical help, having job training available, having a house to live in, and having better schools available.

Chi-square coefficients for reasons for resettlement which were not significant for either group included having friends in the area and liking the weather.

Reasons for resettlement which were found to be statistically significant for the group of resettled migrants but not for the group of intrastate migrants included:

having relatives in the area, being tired of moving, children liking the schools, children complaining about changing schools, costing less to live in the area, having money saved, having a fair boss, and finding it easier to obtain financial help.

Reasons for resettlement which were statistically significant for the group of intrastate migrants but not for the group of resettled migrants included having someone in the family who is too sick to move and having someone in the family who is too old to move.

Descriptive Analysis of Further Data

At the end of the Reasons for Resettlement Questionnaire, respondents were asked to complete four short answer questions focusing on the migrant workers' own vocational goals and their aspirations for their children. Responses to these questions are summarized below.

The first question was stated, "Describe the work you are doing now. (If you stay at home to take care of your children, write 'homemaker'. If there isn't any work for you right now, write 'unemployed')." The second question, which focused on future career goals, stated, "Describe the kind of work you would like to be doing five years from now." Table 15 summarizes the responses of resettled and intrastate migrant adults. Responses of seven resettled migrants were not included in the total percentages because they had already found jobs outside of agriculture.

Table 15

Frequency of Response for Occupational Goals of Resettled and Intrastate Migrants

Occupational Goals	Resettled Migrants N	Resettled Migrants %	Intrastate Migrants N	Intrastate Migrants %
Occupation other than agricultural labor, homemaking, or unemployment.	23	74%	8	57%
Same as present; don't know; no answer	8	26%	6	43%
Presently no longer working in agriculture	7			
Total	38		14	

The majority of both resettled (74%) and intrastate (57%) migrant workers surveyed hoped to no longer be working in agriculturally related jobs in five years' time. However, a larger percentage of resettled migrants had this aspiration than did intrastate migrants.

The third question was included to transfer respondents' attention from themselves to their children. It asked, "How many of your children depend on you for support now?" The mean number of children reported by 36 resettled migrants was 2.3. The relatively small number of intrastate migrants who answered this question and indefinite answers by some made it impossible to calculate a mean for the intrastate group.

The fourth question asked, "What would you like to see your children do when they leave school or graduate from school?" A summary of the responses to that question for both groups can be found in Table 16.

Table 16

Frequency of Response for Resettled and Intrastate Migrants' Aspirations for Their Children

Response Category	Resettled Migrants		Intrastate Migrants	
	n	%	n	%
Get good jobs; get good paying jobs	9	22.5%	3	19%
Go to college	9	22.5%	4	25%
Whatever they choose; whatever interests them	8	20%	5	31%
Marry; be a housewife	3	7.5%	0	0%
Be happy	2	5%	0	0%
Other (specific jobs listed)	4	10%	0	0%
Travel	0	0%	1	6%
Don't know	3	7.5%	1	6%
No answer	2	5%	2	13%
Total	40		16	

The responses most often given by both resettled and intrastate migrants as aspirations for their children clustered in three categories: to get good jobs or good paying jobs, to go to college, and whatever they choose or whatever interests them.

Verbatim responses to all four questions can be found in Appendix B.

Summary

Data for the first six hypotheses were analyzed by means of analyses of variance using the Minitab II computer program package. Data for the seventh hypothesis were analyzed by means of Chi-square coefficients.

The first and seventh null hypotheses were rejected at the .05 level of significance. Significant relationships were found among groups of resettled, interstate, and intrastate migrant adults in years of formal education completed. Also significant differences were found for eighteen of the twenty socio-economic and cultural reasons for resettlement tested.

Data for the second, third, fourth, fifth, and sixth hypotheses failed to reject the null hypotheses at the .05 level of significance. No significant differences were found among groups of resettled, interstate, and intrastate migrant adults in reading achievement or in attitudes toward reading. No significant differences were found between groups of high and low reading achievers in attitudes toward reading or in years of formal education completed. Finally, no significant differences were found between males and females in attitudes toward reading.

Chapter V

Conclusions and Implications

Purpose

Since the need for migrant labor continues to decline, primarily due to technological advances, it is apparent that large numbers of migrant families need to leave the migrant stream to search for work in other occupations. A question which often challenges professionals who deal with migrant workers is: Why is it that some families are willing and able to make the transition to year-round non-migratory living while others are not? In an effort to begin to address this concern, the focus of this study has been the exploration of factors related to the resettlement of migrant adults in New York State.

Differences among groups of resettled, intrastate, and interstate migrant adults have been analyzed in the areas of formal education received, reading achievement, attitudes toward reading, and socio-economic and cultural factors chosen as important reasons for resettlement. Two questionnaires have been developed by the researcher to aid in this study. Possible relationships between attitudes toward reading and reading achievement, between reading achievement and formal education, and between attitudes toward reading and sex have also been explored.

Research dealing with adult migrant workers has been very sparse, largely due to the geographic isolation of their living quarters and the tendency of workers, crew leaders, and employers to be suspicious of outsiders who enter migrant labor camps and homes in search of information. Participants in this study were 81 migrant adults who attended adult basic education tutoring sessions conducted in their homes by the Migrant Education Programs at the State University Colleges at Brockport, Fredonia, New Paltz, and Oneonta. This population was chosen for its accessibility to the researcher and its willingness to participate in a questionnaire format.

Conclusions

The results of this study provide support for the premise that resettled migrant adults have completed more years of education and have higher levels of reading achievement than current interstate migrant adults, although the latter difference was not significantly so.

However, the intrastate migrants in this study slightly surpassed resettled migrants in both years of education and reading achievement. This finding may be interpreted in one of three ways. First and most importantly, since the group of resettled migrants was comprised of both former interstate and former intrastate migrants, it is possible that differences between the two were obscured by grouping them into one category. (Bureau of Migrant Education records do not differentiate whether resettled migrants formerly moved between states or within the state to obtain work in agriculture). It is possible that if the resettled group could be separated into two categories, resettled interstate migrants would surpass current interstate migrants and resettled intrastate migrants would surpass current intrastate migrants in years of education and reading achievement. Second, intrastate migrants may have higher scores because the educational system in New York State is superior to those in the South and Southwest (the home bases for the vast majority of interstate workers), causing intrastate migrants to stay in school comparatively longer and to achieve comparatively more. Third, the majority of intrastate migrant workers work as dairy farm hands; the majority are Caucasian. Although they often move from county to county to work for different farmers, intrastate workers typically do not perceive themselves as migrants nor are they viewed as such by the community. Intrastate migrants may tend to be better assimilated into rural schools and communities as they move from job to job than interstate migrants, who are more likely to be Afro-American or Hispanic in ethnic background.

Adults with high reading achievement in this study tended to have completed more years of school than adults with low reading achievement, but not significantly more so. The range of years of education for low achievers was very wide, indicating that some low achievers had attended at least a portion of high school. The low functioning level of these students might be related to limited academic abilities, learning difficulties, and/or social promotion policies practiced by some schools. It should be noted that the levels of reading achievement for all three groups of migrants - resettled, interstate, and intrastate - as measured by a standardized test, were approximately 2½ to 3 years below the average grade levels completed by each group.

No significant differences in attitudes toward reading were established in this study - either among groups of resettled, interstate, and intrastate migrants, between groups of adults with high and low reading achievement, or between males and females. A possible explanation for the lack of relationships between any of these variables may be attributed to the fact that the range of responses on the attitudinal questionnaire was not as wide as that of the questionnaire design, and therefore the instrument could not discriminate sufficiently between fairly neutral respondents (Jackson & Lahaderne, 1967). Also, a problem with all self-report measures is that the respondents may attempt to deceive the researcher of their true attitudes and try to present themselves in what they perceive to be the most favorable light (Jaccard, Weber & Lundmark, 1975). This may be especially true of adults.

Reasons indicated as important factors for resettlement by both resettled and intrastate migrant adults emphasized basic needs - a house to live in, a car, year-round work, the opportunity to make more money, and easier access to medical services. Two other factors which were viewed as important reasons to resettle were the availability of better schools and job training in the area. The affective variable of liking one's work was also important for both groups.

The group of resettled migrants also indicated that several other variables had been very important in their decisions to resettle in an area within New York State, which the intrastate migrants did not indicate would be very important reasons for them. Among these factors were two which again reflected an importance of education for the resettled group - that their children had liked the schools they attended or had complained about not wanting to change schools another time. Financial planning was also involved - costing less to live in the given area, having money saved, and finding it easier to obtain financial help. Having a fair boss, being tired of moving, and having relatives in the area were also rated as very important factors by resettled migrants.

On the other hand, intrastate migrants indicated that two factors would be very important reasons for resettlement which resettled migrants had not found to be so. These were having someone in the family who was too sick or too old to move any longer. It is likely that these differences surfaced between the two groups because of the slightly different nature of the task presented to them in completing the questionnaire. Current migrants were instructed to indicate which factors would be important if, hypothetically speaking, they were deciding to resettle. Resettled migrants, however, were asked to indicate which factors had actually been important in their own decisions. Given a hypothetical situation, it seems probable that most persons would rate serious family illness or infirmity as a very important factor. The majority of resettled migrants, however, answered that in their own situations, no one in their families had been seriously ill or infirm when they decided to stop moving, so that those factors had not been important to them.

Short-answer responses to questions directed at the aspirations of migrant adults for themselves and for their children indicated that the majority of adults who participated in the study had hopes of leaving agricultural labor in favor of other jobs. However, the percentage of resettled migrants expressing a desire to work outside of agriculture was larger than that of intrastate migrants. Sixty-eight percent of resettled migrants who were presently working in agricultural-related labor or were unemployed hoped that in five years' time they would be working in other occupations. For intrastate migrants, the percentage of persons who aspired to other types of jobs was 57%. Whether migrant families resettle because they desire to work in other occupations or whether once they do resettle, they see the possibilities for work outside migrant labor cannot be determined from this study.

In terms of aspirations for their children's futures, both resettled and intrastate migrants tended most often to reply in one of three ways to the question, "What would you like to see your children do when they leave school or graduate from school?" The most frequent responses of both groups could be divided into three categories of almost equal occurrence: to get good jobs or good-paying jobs, to go to college, and to do whatever they choose to do or whatever interests them. From the responses it is evident that a majority of both resettled and intrastate migrant adults aspire for their children to have careers in other than migrant labor.

Implications for Future Research

In order to affirm some of the conclusions suggested by this study, replication should be attempted on a larger scale, to include more interstate migrants and English as a Second Language participants. Division of the resettled category into two groups - resettled interstate migrants and resettled intrastate migrants - might bring more differences between current and former migrants to light. It would be also worthwhile to compare intrastate migrants in New York State with those in other states to see if the latter also tended to have completed more years of education and have higher reading achievement than interstate migrants. A larger study could also compare the responses of migrant adult education participants and non-participants. In order to accomplish such a wide-ranging replication of this study, it may be necessary to pay or in some other way, to reward, migrant workers for their participation in the research.

Many other factors which may be related to the ability of migrant adults to resettle remain to be explored. For example, is age related to resettlement? Is the number of children in the family or the ages of the children related to resettlement? Are there differences among groups of interstate, intrastate, and resettled migrant adults in their viewed locus of control, problem solving skills, or desire for immediate versus future gratification? It seems likely that several variables, rather than any one factor, enable a family to leave the migrant stream.

The development of valid assessment techniques has been, and continues to be, a problem in attitude research. Reading attitude scales need to be refined to better discriminate between persons with positive and negative attitudes toward reading. The refinement of a reading attitude assessment would make it feasible to investigate several other questions for this particular group. For example, how well do teacher ratings of student attitudes correlate with self-reports? Is there a relationship between years of formal education and attitudes toward reading? Do those with more positive attitudes toward reading show greater improvement in adult education pre to post test reading growth? Related to that question is the following one - can attitude be a predictor of reading achievement or vice versa? Finally, in spite of their demanding work schedules, do migrant adults with more positive attitudes toward reading spend more time reading or have more reading materials in their home than migrant adults with less positive attitudes?

Implications for the Field

Results of this research indicate that, of the three groups of migrant adults studied, the intrastate migrants had the greatest assets in terms of formal education and reading achievement. Although intrastate migrants, dairy farm hands for the most part, may be highly mobile within the state, they usually do not consider themselves as migrants, nor are they considered as such by the community. This finding may also speak for a better education offered in New York State in comparison to that in the home base states of interstate migrants.

Interstate migrants were indeed the lowest of the three groups in years of education and reading achievement. Interstate migrants are characteristically the most difficult to serve educationally because of their very high mobility, long work hours, and geographic isolation. This study points to the need to concentrate the attention of migrant education toward this particularly disadvantaged group of migrants.

While the mean years of education for the three groups ranged from approximately sixth through ninth grade and were consistent with previous reports in the literature, the actual functioning levels in reading for the three groups were much lower. Means of reading achievement ranged from approximately third through sixth grade! Obviously, the educational needs for interstate, intrastate, and resettled migrants are all great.

Surprisingly, in view of the common assumption that migrant workers typically have large families and in view of the report of an average family size of 5.39 for migrant workers ("An Assessment of," Vol. 1, 1976), the mean number of children reported by resettled migrants as dependent upon them for support was 2.3. The question of whether resettled migrants tend to have smaller families than current migrants remains to be explored in future research.

The top aspiration of intrastate and resettled migrants alike for their children was that they would go on to college. Most migrant parents in this study were interested in a good education for their children.

Finally, the majority of intrastate and resettled migrants in this study have aspirations for themselves other than farmwork. This study has pointed toward a tremendous need and desire for provision of educational and occupational retraining for migrant adults. The greatest obstacle, the characteristic lack of public transportation in rural areas, cannot be allowed to block delivery or receipt of these services.

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APPENDIX A

SUNY College at Brockport

October 17, 1978

Dear

After a year and a half of contact with migrant families in the Brockport area, I am still intrigued by the fact that some migrant families choose to resettle in our area while others continue to follow the crops. Consequently, I have chosen to explore differences between groups of true and resettled migrant adults in a research study being conducted on my own time.

Your cooperation, as well as that of your MABE tutors and students, in obtaining data will be greatly appreciated as a means of obtaining a broader picture of migrants throughout New York State as well as a larger, more statistically reliable sample. Completion of questionnaires should not take more than fifteen minutes of tutor-student contact time. In addition, please see that a Student Data Form is completed for each adult who participates in the survey. (Directions for completion of these forms are attached).

If you or your tutors have any questions or comments after reading the directions, please call me at (716)395-2356 or 395-2419. If you run short of questionnaires, I will be happy to mail more. Please return all data to me at C7 Campus School, SUC Brockport no later than November 17, 1978.

A copy of the research prospectus is enclosed for your further reference. The results of this study will be submitted as partial fulfillment of the requirements of a Master's Degree in Reading at the State University College at Brockport. I will be happy to share those results with you.

Thank you in advance for your help.

Yours truly,

Laura B. Neale
MABE Coordinator, **Brockport**

Enclosures: Directions, Research Prospectus, Student Data Forms, Attitudes Toward Reading Questionnaires, Reasons for Resettlement - Form A, Reasons for Resettlement - Form B

Urban Suburban Center for Innovation in Education 716-395-2274
State University of New York College at Brockport Brockport, New York 14420

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DIRECTIONS

Each migrant adult participating in the MABE program should complete two questionnaires. (Do not include rural poor participants in this survey).

1. Attitudes Toward Reading Questionnaire

   Tutors, please read the questionnaire aloud and allow students to mark their own choices. They should be instructed that we are looking for their opinions; there are no right or wrong answers. Discuss the two examples to make sure students understand that they have four choices for an answer.

2. Reasons for Resettlement Questionnaires

   This is where it might get confusing. There are two alternate forms. A student should complete either A or B (not both!).

   Form A for Resettled Migrant Adults requires them to think back to the time when they were deciding to stay in this local area and to remember what was important in deciding to stay. Tutors, please read items aloud and allow students to mark their own reasons. If they are unable to write their own answers to the 4 questions on the last page, please write their answers down for them.

   or

   Form B for True Migrant Adults (interstate and intrastate) asks them to think of an area where they would like to resettle and then answer the rest of the questions with that place in mind. Tutors, please read items aloud and allow students to mark their own reasons. If they are unable to write their own answers to the 4 questions on the last page, please write their answers down for them.

Continued, Next Page

Directions, Continued

A Spanish translation is available for ESL students who cannot understand the questionnaires in English. However, to be accurate, the tutor should be bilingual in order to read the items in Spanish. If this is not the case, do not include these students in the survey.

For each student who completes the questionnaires, the tutor or MABE Coordinator should fill in the information asked for on the:

3. Student Data Form, which I hope is self-explanatory. This information is crucial to the analysis of the data so please give as accurate information as possible. Note that the total number of instructional hours refers to combined total to date for 1977-78 and 1978-79. Also please be sure that the C.A.T. score reported is the earliest test score available for the student, i.e. last year's pretest score if there is one.

Return by November 17, 1978. Good luck and thanks!
Laura B. Neale, MABE Coordinator
C7 Campus School, SUC Brockport, Brockport, NY 14420

STUDENT DATA FORM

1. Student Name ______________________________

2. Ethnic Background ______________________________
(Choose one: Afro-American, Jamaican, Puerto Rican, Mexican American, American Indian, White, Other - Please Specify).

3. Migrant Status ______________________________
(According to migrant census records, report either: resettled, interstate, or intrastate).

4. A) C.A.T. Pretest Score (grade equivalent) ______
(Score reported when the student first entered the MABE Project. If the adult first participated in tutorial instruction during the 1977-78 year, report that pretest score instead of this year's score).

or

B) Ilyin Pretest Score (raw score) ____________

5. Total Number of Instructional Hours to Date ______
(Include both 1977-78 and 1978-79)

6. Tutorial Center Reporting ____________________
(Ex. - Brockport, New Paltz, Oneonta, etc.)

ATTITUDES TOWARD READING QUESTIONNAIRE

Name ____________________ Date ________________________

Man or Woman (Circle one) Age __________

Last grade completed in school _____ In what state or country?_______

Directions: Listed below are several opinions about reading. Please listen as each one is read aloud. After each statement has been read, put an X in the box that describes the way you feel - Strongly Agree, Agree, Disagree, or Strongly Disagree. First try the two examples below.

Ex. A.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Children should be taught to read in school.				

Ex. B.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I would rather get a book for Christmas than anything else.				

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I believe reading is the basic subject for all school work.				
2. Books are boring.				
3. There is nothing to be gained from reading.				
4. Books usually aren't good enough to finish.				

Attitudes Toward Reading Questionnaire

		Strongly Agree	Agree	Disagree	Strongly Disagree
5.	There are many books which I hope to read.	☐	☐	☐	☐
6.	Reading is something I can do without.	☐	☐	☐	☐
7.	Children will want to read if they see their parents reading.	☐	☐	☐	☐
8.	There are very few things I find interesting to read.	☐	☐	☐	☐
9.	Reading is very important to me.	☐	☐	☐	☐
10.	Reading is easy.	☐	☐	☐	☐
11.	I like to read to learn about people.	☐	☐	☐	☐
12.	Reading keeps me informed.	☐	☐	☐	☐
13.	Reading is too complicated.	☐	☐	☐	☐
14.	I read a lot.	☐	☐	☐	☐
15.	Reading just doesn't appeal to me.	☐	☐	☐	☐
16.	I am seldom in a mood to read.	☐	☐	☐	☐

Attitudes Toward Reading Questionnaire

	Strongly Agree	Agree	Disagree	Strongly Disagree
17. I seldom get any new ideas from reading.				
18. Reading takes too much concentration.				
19. Reading helps you think about things in a new way.				
20. I like to read.				

CUESTIONARIO SOBRE ACTITUDES HACIA EL LEER

Nombre ____________________ Fecha ______________________________

Hombre o Mujer (Indique) Edad _______________

Último grado que terminó en la escuela ___ ¿En qué estado o país? ____________________

Direcciones: En la siguiente lista Ud. encontrará varisa opiniones con respecto a leer. Por favor escuche y después de que cada pregunta ha sido leída ponga una X en el cajón que está de acuerdo con su opinión - Completamente De Acuerdo, De Acuerdo, En Desacuerdo, Completamente En Desacuerdo. Primero examine los siguientes dos ejemplos.

Ejemplo A.	Completamente De Acuerdo	De Acuerdo	En Desacuerdo	Completamente En Desacuerdo
Los niños deberían aprender a leer en la escuela.	☐	☐	☐	☐

Ejemplo B.	Completamente De Acuerdo	De Acuerdo	En Desacuerdo	Completamente En Desacuerdo
Me gustaría recibir un libro más que cualquier otro regalo en Navidad.	☐	☐	☐	☐

1. Creo que leer es la base para el trabajo escolar.	☐	☐	☐	☐
2. Los libros aburren.	☐	☐	☐	☐
3. Ningún beneficio se obtiene leyendo.	☐	☐	☐	☐

Cuestionario Sobre Actitudes Hacia el Leer

	Completamente De Acuerdo	De Acuerdo	En Desacuerdo	Completamente En Desacuerdo
4. Libros no son interesantes como para terminar de leerlos.				
5. Hay muchos libros los cuales espero poder leer.				
6. Leer es una cosa que no me hace falta.				
7. Los niños desearán leer si sus padres leen.				
8. Hay muy pocos libros que me interesan leer.				
9. Leer es muy importante para mí.				
10. Leer es fácil.				
11. Me gusta leer para saber y aprender de otras personas.				
12. Leyéndo me mantengo informado.				

Cuestionario Sobre Actitudes Hacia el Leer

	Completamente De Acuerdo	De Acuerdo	En Desacuerdo	Completamente En Desacuerdo
13. Leer es muy complicado.				
14. Yo leo mucho.				
15. Leer no me atrae.				
16. Muy derrepente me siento con ganas de leer.				
17. Leyendo raravez consigo nuevas ideas.				
18. Leer requiere mucha concentración.				
19. Leer ayuda a pensar de ciertas cosas en una forma nueva.				
20. Me gusta leer.				

REASONS FOR RESETTLEMENT QUESTIONNAIRE - FORM A

Name ____________________ Date ______________________

Directions: Think back about your family's decision to remain in this area of New York State for a year or longer. What influenced your decision to stay? Look over the list below as it is read aloud. Answer each question by putting an X in the Yes or No box. If your answer is No, go on to the next question. If your answer is Yes, then put an X in the box which shows how important a reason that was for deciding to stay here - Very Important, Somewhat Important, or Not Important.

For example:

A. Did your family like it here? Yes ☐ No ☐

If yes, how important a reason was that for staying? Very Important ☐ Somewhat Important ☐ Not Important ☐

B. Did you have a dog here? Yes ☐ No ☐

If yes, how important a reason was that for staying? Very Important ☐ Somewhat Important ☐ Not Important ☐

- -

1. Did you have relatives here? Yes ☐ No ☐

If yes, how important a reason was that for staying? Very Important ☐ Somewhat Important ☐ Not Important ☐

2. Could you make more money here than someplace else? ☐ ☐

If yes, how important a reason was that for staying? ☐ ☐ ☐

Reasons for Resettlement Questionnaire - Form A, Continued

		Yes	No	Very Important	Somewhat Important	Not Important
3.	Were you tired of moving all the time?	☐	☐			
	If yes, how important was it?			☐	☐	☐
4.	Did you have a car?	☐	☐			
	If yes, how important was it?			☐	☐	☐
5.	Did you have children in school?	☐	☐			
	Did they like the school here?	☐	☐			
	If yes to both questions, how important was it?			☐	☐	☐
6.	Did you like your job here?	☐	☐			
	If yes, how important was it?			☐	☐	☐
7.	Did you have work which would last all year round?	☐	☐			
	If yes, how important was it?			☐	☐	☐

Reasons for Resettlement Questionnaire - Form A, Continued

	Yes	No	Very Important	Somewhat Important	Not Important
8. Was it easier to get medical help here?	☐	☐			
If yes, how important was it?			☐	☐	☐
9. Did you have friends here?	☐	☐			
If yes, how important was it?			☐	☐	☐
10. Did you have children in school?	☐	☐			
Were they complaining about not wanting to change schools again?	☐	☐			
If yes to both questions, how important was it?			☐	☐	☐
11. Were you or someone else in your family too sick to move?	☐	☐			
If yes, how important was it?			☐	☐	☐
12. Did it cost less to live here?	☐	☐			
If yes, how important was it?			☐	☐	☐

Reasons for Resettlement Questionnaire - Form A, Continued

	Yes No	Very Important	Somewhat Important	Not Important
13. Could you or someone else in your family get training for a new job here?	☐			
If yes, how important was it?		☐	☐	☐
14. Were you or someone else in your family getting too old to move so much?	☐			
If yes, how important was it?		☐	☐	☐
15. Did you like the weather here?	☐			
If yes, how important was it?		☐	☐	☐
16. Did you have money saved up so you could afford to stay here?	☐			
If yes, how important was it?		☐	☐	☐
17. Did you have a house to live in here?	☐			
If yes, how important was it?		☐	☐	☐

Reasons for Resettlement Questionnaire - Form A, Continued

	Yes No	Very Important	Somewhat Important	Not Important
18. Were schools better here?	☐			
If yes, how important was it?		☐	☐	☐
19. Did you have a fair boss here?	☐			
If yes, how important was it?		☐	☐	☐
20. Was it easier to get financial help here?	☐			
If yes, how important was it?		☐	☐	☐
21. Were there any other reasons you decided to stay here?	☐			

22. What were those reasons?

Please answer these four questions:

1. Describe the work you are doing now. (If you stay at home to take care of your children, write "homemaker." If there isn't any work for you right now, write "unemployed.")

2. Describe the kind of work you would like to be doing five years from now.

Reasons for Resettlement Questionnaire - Form A, Continued

3. How many of your children depend on you for support now? (If you do not have any children, just write none).

4. What would you like to see your children do when they leave school or graduate from school?

Nombre ____________________ Fecha __________________________

CUESTIONARIO SOBRE RAZONES PARA QUEDARSE EN LA MISMA AREA - FORMA A

Direcciones: 1) Piense en la decisión que su familia tomó para quedarse en el Estado de Nueva York por un año o más. ¿Qué influenció su decisión?

2) Observe la lista que sigue después de las instrucciones y ejemplos. Escuche atentamente a la persona que lee las preguntas.

3) Conteste cada pregunta, escribiendo una X en las cajitas para SÍ o NO.

4) Si su contestación es No, pase a la siguiente pregunta.

5) Si su contestación es Sí, ponga una X en la cajita indicando la importancia que las razones dadas en ésta lista tuvieron es su decisión de quedarse aquí - Muy Importante, Importante, ó No importante.

Por ejemplo:

A. ¿Le gustó a su familia ésta área?

Sí	No
☐	☐

¿Si les gustó el área, qué importante fué ésta razón para quedarse?

Muy Importante	Importante	No Importante
☐	☐	☐

B. ¿Tenía Ud. un perro en su casa?

Sí	No
☐	☐

¿Si Ud. tenía un perro, qué importante fué ésta razón para quedarse?

Muy Importante	Importante	No Importante
☐	☐	☐

- -

Cuestionario Sobre Razones Para Quedarse en la Misma Area - Forma A

1. ¿Tenía Ud. familia aquí? Sí ☐ No ☐

¿Si la contestación es sí, qué importante fué ésta razón para quedarse?

Muy Importante	Importante	No Importante
☐	☐	☐

2. ¿Pudo Ud. ganar más dinero aquí que en otro lugar? Sí ☐ No ☐

¿Si la contestación es sí, qué importante fué ésta razón para quedarse?

Muy Importante	Importante	No Importante
☐	☐	☐

3. ¿Estaba Ud. cansado de mudarse a cada rato? ☐ ☐

¿Si sí, qué importante fué esto? ☐ ☐ ☐

4. ¿Tenía Ud. un carro? ☐ ☐

¿Si sí, qué importante fué esto? ☐ ☐ ☐

5. ¿Tenía Ud. hijos en la escuela? ☐ ☐

¿Les gustó la escuela aquí? ☐ ☐

¿Si contesta sí a las 2 preguntas, qué importante fué esto? ☐ ☐ ☐

Cuestionario Sobre Razones Para Quedarse en la Misma Area - Forma A

	Sí	No	Muy Importante	Importante	No Importante
6. ¿Le gustó su trabajo aquí?	☐	☐			
¿Si sí, qué importante fué esto?			☐	☐	☐
7. ¿Encontró trabajo para todo el año?	☐	☐			
¿Si encontró, qué importante fué esto?			☐	☐	☐
8. ¿Era más fácil conseguir cuidado medico aquí?	☐	☐			
¿Si sí, qué importante fué esto?			☐	☐	☐
9. ¿Tenía Ud. amigos aquí?	☐	☐			
¿Si sí, qué importante fué esto?			☐	☐	☐
10. ¿Tenía Ud. hijos en la escuela?	☐	☐			
¿Se quejaban sus hijos del cambio de escuelas?	☐	☐			
¿Si contesta sí a las 2 preguntas, qué importante fué esto?			☐	☐	☐

Cuestionario Sobre Razones Para Quedarse en la Misma Area - Forma A

	Sí	No	Muy Importante	Importante	No Importante
11. ¿Estaba Ud. o alguien en su familia enfermo para poder mudarse?	☐	☐			
¿Si sí, qué importante fué esto?			☐	☐	☐
12. ¿Costaba menos vivir aquí?	☐	☐			
¿Si sí, qué importante fué esto?			☐	☐	☐
13. ¿Podia Ud. o alguien en su familia recibir entrenamiento para conseguir un mejor trabajo aquí?	☐	☐			
¿Si sí, qué importante fué esto?			☐	☐	☐
14. ¿Estaba Ud. o alguien en su familia demasiado viejo para moverse?	☐	☐			
¿Si sí, qué importante fué esto?			☐	☐	☐
15. ¿Le gustó el clima aquí?	☐	☐			
¿Si sí, qué importante fué esto?			☐	☐	☐

Cuestionario Sobre Razones Para Quedarse en la Misma Area - Forma A

	Sí	No	Muy Importante	Importante	No Importante
16. ¿Tuvo Ud. ahorrado algún dinero que le ayudo a quedarse aquí?	☐	☐			
¿Si sí, qué importante fué esto?			☐	☐	☐
17. ¿Encontró Ud. una casa en que vivir aquí?	☐	☐			
¿Si sí, qué importante fué esto?			☐	☐	☐
18. ¿Eran las escuelas de aquí mejor?	☐	☐			
¿Si sí, qué importante fué esto?			☐	☐	☐
19. ¿Encontró un buen patrón aquí?	☐	☐			
¿Si sí, qué importante fué esto?			☐	☐	☐
20. ¿Era más fácil conseguir ayuda económica aquí?	☐	☐			
¿Si sí, qué importante fué esto?			☐	☐	☐
21. ¿Tuvo Ud. algunas otras razones que le ayudaron a quedarse aquí?	☐	☐			

Cuestionario Sobre Razones Para Quedarse en la Misma Area - Forma A

22. ¿Cuáles fueron esas razones?

- -

Por favor conteste estas cuatro preguntas:

1. Describa la clase de trabajo que Ud. hace ahora. (Si se queda en casa cuidando a sus hijos, escriba "ama de casa." Si no está trabajando, escriba "desempleado.")

2. Describa la clase de trabajo que le gustaría hacer después de cinco años.

3. ¿Cuántos de sus hijos dependen de Ud. por sustento o mantención? (Si no tienen hijos, escribe ninguno).

4. ¿Qué le gustaría que sus hijos hagan cuando salgan de la escuela o cuando terminen la escuela?

Name ____________________ Date ________________________

REASONS FOR RESETTLEMENT QUESTIONNAIRE - FORM B

Directions: If your family were going to live in the same place for more than one year, where would you like to live? (Name the closest town and the state it is in). ______________________ What reasons would be important in helping you decide to stay there? Look over the list below as it is read aloud. After each question, put an X in the box which shows how important that reason would be in deciding to stay in the same place for more than one year - Very Important, Somewhat Important, or Not Important.

For example:

	Very Important	Somewhat Important	Not Important
A. If your family liked it there, how important a reason would that be for staying?	☐	☐	☐

	Very Important	Somewhat Important	Not Important
B. If you had a pet dog there, how important a reason would that be for staying?	☐	☐	☐

	Very Important	Somewhat Important	Not Important
1. If you had relatives there, how important a reason would that be for staying?	☐	☐	☐
2. If you could make more money there, how important would that be?	☐	☐	☐
3. If you had a car there, how important would that be?	☐	☐	☐

Reasons for Resettlement Questionnaire - Form B

	Very Important	Somewhat Important	Not Important
4. If you were tired of moving all the time, how important would that be?			
5. If your children liked the school there, how important would that be?			
6. If you liked your job there, how important would that be?			
7. If you had work which would last all year round, how important would that be?			
8. If it were easier to get medical help there, how important would that be?			
9. If you had friends there, how important would that be?			
10. If your children were complaining about not wanting to change schools again, how important would that be?			
11. If you or someone else in your family were too sick to move, how important would that be?			

Reasons for Resettlement Questionnaire - Form B

		Very Important	Somewhat Important	Not Important
12.	If it cost less to live there, how important would that be?			
13.	If you or someone else in your family could get training for a new kind of job there, how important would that be?			
14.	If you or someone else in your family were getting too old to move so much, how important would that be?			
15.	If you liked the weather there, how important would that be?			
16.	If you had some money saved up so you could afford to stay there, how important would that be?			
17.	If you had a house to live in there, how important would that be?			
18.	If schools were better there, how important would that be?			

Reasons for Resettlement Questionnaire - Form B

	Very Important	Somewhat Important	Not Important
19. If you had a fair boss there, how important would that be?			
20. If it were easier to get financial help there, how important would that be?			

21. Are there any other reasons why you would stay in a place for more than one year? (Yes or No)

22. What are those reasons?

Please answer these four questions.

1. Describe the work you are doing now. (If you stay at home to take care of your children, write "homemaker." If there isn't any work for you right now, write "unemployed").

2. Describe the kind of work you would like to be doing five years from now.

3. How many of your children depend on you for support now?

4. What would you like to see your children do when they leave school or graduate from school?

Nombre ____________________ Fecha __________________________

CUESTIONARIO SOBRE RAZONES PARA QUEDARSE EN LA MISMA AREA - FORMA B

Direcciones: ¿Si su familia tendría que quedarse a vivir en un mismo lugar por más de un año, dónde le gustaría vivir? (Diga el nombre del pueblo y estado).______________________
¿Qué razones serían importantes en su decisión de quedarse allí? Observe la siguiente lista al momento que es leida y después de cada pregunta ponga una X en el cajón que indica la importancia que para Ud. tienen las razones que le ayudarían a quedarse en el mismo lugar por más de un año - Muy Importante, Importante, o No Importante.

Por ejemplo:

	Muy Importante	Importante	No Importante
A. ¿Si a su familia le gusta ese lugar, qué importante sería esta razón para quedarse?			

	Muy Importante	Importante	No Importante
B. ¿Si Ud. tuviera un perro allí, qué importante sería esto en su decisión de quedarse?			

---

1. ¿Si Ud. tuviera familia allí, qué importancia tendría ésta en su decisión de quedarse?			
2. ¿Si Ud. pudiera ganar más dinero allí, qué importante sería eso?			
3. ¿Si Ud. tuviera un carro allí, qué importante sería eso?			

Cuestionario Sobre Razones Para Quedarse en la Misma Area - Forma B

	Muy Importante	Importante	No Importante
4. ¿Si Ud. estuviera cansado de mudarse, qué importante sería eso?			
5. ¿Si sus hijos gustaron la escuela allí, qué importante sería eso?			
6. ¿Si a Ud. le gustara el trabajo allí, qué importante sería eso?			
7. ¿Si Ud. tendría trabajo todo el año, qué importante sería eso?			
8. ¿Si fuera más fácil conseguir cuidado médico allí, qué importante sería eso?			
9. ¿Si Ud. tendría amigos allí, qué importante sería eso?			
10. ¿Si sus hijos no quisieran cambiarse de escuelas, qué importante sería eso?			
11. ¿Si alguien en su familia estuviese muy enfermo para moverse, qué importante sería eso?			

Cuestionario Sobre Razones Para Quedarse en la Misma Area - Forma B

	Muy Importante	Importante	No Importante
12. ¿Si costara menos vivir allí, qué importante sería eso?			
13. ¿Si Ud. o alguien en su familia pudiese recibir entrenamiento para conseguir mejor empleo, qué importante sería eso?			
14. ¿Si Ud. o alguien en su familia estaria demasiado viejo para moverse, qué importante sería eso?			
15. ¿Si le gustara el clima allí, qué importante sería eso?			
16. ¿Si Ud. tuviera algún dinero ahorrado para quedarse allí, qué importante sería eso?			
17. ¿Si Ud. tendria casa para vivir allí, qué importante sería eso?			
18. ¿Si las escuelas fueran mejores allí, qué importante sería eso?			
19. ¿Si consiguiera un buen patrón allí, qué importante sería eso?			

Cuestionario Sobre Razones Para Quedarse en la Misma Area - Forma B

	Muy Importante	Importante	No Importante
20. ¿Si fuera más fácil conseguir ayuda económica allí, qué importante sería eso?			

21. ¿Hay algunas otras razones por las que Ud. se quedaría en algún lugar por más de un año? (Sí o No)

22. ¿Cuáles son esas razones?

Por favor conteste las siguientes cuatro preguntas:

1. Describa la clase de trabajo que Ud. hace ahora. (Si se queda en casa cuidando a sus hijos, escriba "ama de casa." Si no está trabajando, escriba "desempleado").

2. Describa la clase de trabajo que le gustaría hacer después de cinco años.

3. ¿Cuántos de sus hijos dependen de Ud. por sustento o mantención? (Si no tiene hijos, escribe ninguno).

4. ¿Qué le gustaría que sus hijos hagan cuando salgan de la escuela o cuando terminen la escuela?

APPENDIX B

Verbatim Answers to Short-Answer Questions 1 & 2, Reasons for Resettlement Questionnaire Form A (Resettled Migrants)

Question 1. Describe the work you are doing now. (If you stay at home to take care of your children, write "homemaker." If there isn't any work for you right now, write "unemployed.")	Question 2. Describe the kind of work you would like to be doing five years from now.
1. packing apples	1. working as of casher
2. El trabajo que yo ago es saed los buches	2. guiar un trok
3. Mi trabajo es en una granja de pollos	3. trabajar en una casa de familia
4. empleada un obrera	4. cuidar niños en una casa de beneficencia
5. trabajos generales falls poltry	5. trabajar en una intitución bancaria
6. trabajos generales - frier pollo y hacer eggs polls	6. secretaria
7. labor	7. me gustaria trabajar en un hospital
8. I work mostly around the cooler and do various jobs including driving trucks, tractors, fork-lift; making and stacking apple boxes; sizing and labeling boxes, etc.	8. I would like to be playing music or working with IBM as a computer keypunch operator.
9. CETA - job training secretary	9. secretary
10. I'm employed preserving food; homemaker	10. upolstering and mission work

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11. homemaker and milk cows	11. own my own restaurant
12. homemaker	12. I don't know, probably farmwork.
13. student; work for Oneonta Janitorial Service; homemaker	13. the same thing
14. homemaker; cleaning woman in rest home	14. don't know
15. farming	15. farming
16. homemaker	16. art & writing or paper work
17. I work at Barbers as a sales clerk	17. owing my own store
18. homemaker	18. homemaker
19. wife → homemaker husband → farmer	19. wife → homemaker husband → farmer
20. homemaker, farmer	20. I will be to old to work farmwork
21. unempoloyed	21. nurse work
22. home maker	22. I won't be working.
23. homemaker	23. I like to do some nursing after my children are in school.
24. homemaker	24. babysitting
25. unemployed	25. I would like to be a nurse.
26. none	26. automobile mechanic
27. I am a custodian in the Albion Central School District.	27. Head custodian in one of the schools

28. homemaker but I will start on a new job Monday as a receptionist	28. a nurse
29. unemployed	29. secretaryal work
30. homemaker	30. don't know
31. homemaker - unemployed	31. anykind maybe factory
32. homemaker	32. secretary
33. homemaker	33. no answer
34. homemaker selling toys - Amway and Tri-Chem	34. selling the same things
35. unemployed	35. taking care of little children
36. cleaning cabbage	36. working in an office and helping people
37. packing house - potatoes	37. working as a machinist
38. working in General Electric	38. I would like to be playing in an established band.

Verbatim Answers to Short-Answer Questions 1 & 2,
Reasons for Resettlement Questionnaire
Form B (Intrastate Migrants)

Question 1. Describe the work you are doing now. (If you stay at home to take care of your children, write "homemaker." If there isn't any work for you right now, write "unemployed.")	Question 2. Describe the kind of work you would like to be doing five years from now.
1. homemaker	1. homemaker
2. homemaker, four children	2. key punch operator
3. homemaker	3. taking care of old people like my grandma
4. maintenance	4. no answer
5. homemaker, two kids, part time housecleaning	5. nurse's aid work
6. homemaker for 4 children	6. I am happy being a wife & mother but five years from now it may be nice to be working with children or older people part-time.
8. graniner	8. no
9. homemaker	9. I would like to be in some kind of management position. Preferable in the clothing industry.
10. I am presently employed at an egg farm as a certified candeler. This means that I pick out cracks, bloods, double yolks, and B eggs.	10. I would like to get my high school diploma and then get a job as a beautian or secretary.

11. farm labor on a poultry farm with the hope with owning my own dairy farm	11. owning my own dairy farm
12. I am presently a laborer on a poultry farm.	12. no plans for future
13. unemployed	13. nursing
14. unemployed	14. no answer

Verbatim Answers to Short-Answer Questions 3 & 4, Reasons for Resettlement Questionnaire Form A (Resettled Migrants)

Question 3. How many of your children depend on you for support now?	Question 4. What would you like to see your children do when they leave school or graduate from school?
1. one	1. I don't know.
2. ninguno	2. no se todavia
3. ninguno	3. Me gustaria que siguieran estudiando en la universidad que fueran licenciados
4. dos hijos	4. sigan estutianto una carrera universitaria
5. dos niños	5. que estudien en la universidad
6. uno	6. un trabajo profesional
7. 1	7. I would like my child to be a musician.
8. 2	8. I would rather them be what they want to be.
9. 6	9. what ever they like
10. 4	10. go into the line of work they are most interested in
11. two	11. go to college
12. three	12. get a good job and support themselves
13. 2	13. good jobs
14. all four	14. marry and have a happy life

15. both (2)	15. have a good paying job
16. both of them	16. go on in to college
17. 2	17. get a good job
18. all 5!	18. work at Kodak or being a mechanic
19. 3	19. what ever they want to do
20. all 3 of them	20. what ever they choose
21. 1	21. To be a house wife
22. four	22. I like my oldest to be a meniac. And Shawn to be a wresler or Boxer.
23. 2	23. go to college
24. 1	24. don't know
25. one	25. daughter - teach school son - body man son - architect
26. three	26. go to college
27. 3	27. get married to go to college
28. 4	28. anything that intrests them
29. 4	29. have a job they enjoy
30. 6	30. find good jobs that they like
31. no answer	31. get a good paying job with good benefits for health and the job (I'd like) for them to be not a hard labor field type work but factory or business job.

32.	one	32.	get a good job
33.	3	33.	get a good job they like and be happy
34.	none	34.	none
35.	none	35.	no answer
36.	3	36.	to get good jobs
37.	1	37.	I want to see my son doing anything that he wants. As long as he can think for himself.

Verbatim Answers to Short-Answer Questions 3 & 4, Reasons for Resettlement Questionnaire

Form B (Intrastate Migrants)

Question 3. How many of your children depend on you for support now?	Question 4. What would you like to see your children do when they leave school or graduate from school?
1. one	1. whatever she wants to do
2. none	2. go to collages
3. 0	3. have none
4. 3	4. leave it up to them
5. two	5. to get a job they would really like. As a mother I feel the job they choose is entirely their own choice, their happy with.
6. All 4 depend on my husband for financial things and me for a clean, happy home.	6. I would like them to have a job they enjoy and do well at. One that would financially take care of them and their spouse & or children without any serious hardships. Would also like to see them travel some and enjoy all the different and beautiful places in this country.
7. none	7. I don't know.
8. all	8. have a good job
9. 0	9. I would like to see him go to college.
10. no answer	10. Since I'm single and I am not married yet, I don't have anything to say.
11. none	11. go to college and find some half way good job

12. 1	12. I would like to see her heading toward college or a career.
13. 2	13. whatever they preferred

APPENDIX C

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RAW DATA

Migrant Education Center at	Migrant Status*	Sex	Age	Ethnic Back-ground	Last Grade Comple-ted	Where Completed	CAT Reading Compre-hension (grade equiva-lent)	Atti-tude Score	Hours of In-struc-tion
Brockport	1	M	35	Jamaican	0	Jamaica	0	51.5	0
"	1	M	31	Jamaican	5	Jamaica	0	60	0
"	1	M	38	Jamaican	6	Jamaica	-	71	0
"	1	M	28	Jamaican	3	Jamaica	.6	72	0
"	1	M	36	Jamaican	4	Jamaica	.6	58	0
"	1	M	38	Jamaican	4	Jamaica	.6	65	0
"	1	M	23	Mexican	6	Mexico	2.9	68	20.75
"	1	M	43	Afro-Amer.	7	Florida	2.4	66.5	3
"	1	M	27	Afro-Amer.	11	-	4.5	-	0
"	1	M	20	Afro-Amer.	11	-	5.6	-	0
"	1	F	20	Afro-Amer.	11	Florida	7.2	63	6
"	2	F	29	Caucasian	8	New York	4.8	55	21.25

*1 = interstate
2 = intrastate
3 = resettled

Migrant Education Center at	Migrant Status	Sex	Age	Ethnic Background	Last Grade Completed	Where Completed	CAT Reading Comprehension (grade equivalent)	Attitude Score	Hours of Instruction
Brockport	2	F	17	Caucasian	8	New York	6.0	58	1
"	2	F	-	Caucasian	7	California	9.8	52	14
"	3	M	20	Caucasian	Spec. Educ.	New York	-	69	8
"	3	M	44	Afro-Amer.	0	Florida	0	69	76.25
"	3	F	27	Caucasian	11	New York	3.8	58	9.5
"	3	F	18	Caucasian	10	New York	4.2	53	50
"	3	F	39	American Indian	7	New York	6.4	53	91
"	3	F	47	Caucasian	-	New York	7.1	55	23.75
"	3	F	29	Afro-Amer.	9	S. Carolina	7.3	73	15.25
"	3	F	40	Caucasian	10	New York	7.3	60	140.25
"	3	F	17	Mexican American	7	New York	7.6	62.5	26
"	3	F	20	American Indian	10	New York	7.8	58	93.25

Migrant Education Center at	Migrant Status	Sex	Age	Ethnic Background	Last Grade Completed	Where Completed	CAT Reading Comprehension (grade equivalent)	Attitude Score	Hours of Instruction
Brockport	3	F	23	Caucasian	10	New York	8.4	61	58.25
"	3	M	29	Mexican American	6	Mexico	8.4	68	136
"	3	F	46	Caucasian	10	New York	9.6	66	82.5
"	3	F	29	Caucasian	9	New York	10.1	75	16
"	3	M	24	Caucasian	8	New York	10.3	65	4
"	3	F	18	Caucasian	8	New York	13.2	76	31.25
Fredonia	3	F	23	-	11	New York	-	73	-
"	3	F	34	-	9	Penn.	-	63.5	-
"	3	F	35	-	10	Florida	-	76	-
New Paltz	1	M	-	Mexican American	-	-	Ilyin 0	-	84
"	1	M	-	Mexican American	-	-	Ilyin 0	-	6

Migrant Education Center at	Migrant Status	Sex	Age	Ethnic Background	Last Grade Completed	Where Completed	CAT Reading Comprehension (grade equivalent)	Attitude Score	Hours of Instruction
New Paltz	1	M	-	Mexican American	-	-	Ilyin 0	-	52
"	1	M	-	Mexican American	-	-	Ilyin 0	-	74
"	1	M	-	Mexican American	0	-	Ilyin 0	-	78
"	1	M	-	Mexican American	-	-	Ilyin 0	-	13
"	1	M	-	Mexican American	-	-	Ilyin 36	-	13
"	1	M	-	Jamaican	-	-	-	-	10
"	1	M	-	Jamaican	0	-	0	-	8
"	1	M	-	Afro-Amer.	7	-	.8	-	11
"	1	M	-	Afro-Amer.	9	-	1.7	-	12
"	1	M	-	Afro-Amer.	10	-	2.1	-	18
"	1	M	-	Afro-Amer.	9	-	2.2	-	33

Migrant Education Center at	Migrant Status	Sex	Age	Ethnic Back-ground	Last Grade Com-pleted	Where Completed	CAT Reading Compre-hension (grade equiva-lent)	Atti-tude Score	Hours of In-struc-tion
New Paltz	1	M	-	Bahamian	-	-	2.3	-	12
"	1	M	-	Jamaican	-	-	2.4	-	12
"	1	M	-	Jamaican	-	-	2.5	-	9
"	1	M	-	Bahamian	-	-	2.5	-	10
"	1	F	31	Afro-Amer.	11	New York	5.4	76	10
"	1	F	-	Mexican American	-	-	5.4	-	-
"	1	M	-	Afro-Amer.	-	-	7.3	-	15
"	1	F	-	-	-	-	7.1	-	30
"	1	F	-	-	-	-	11.7	-	33
"	1	F	-	-	-	-	13.6	-	15
"	2	M	27	Caucasian	11	New York	0	65	-
"	2	F	23	Caucasian	9	New York	5.6	76	168.5
"	2	F	19	Puerto Rican	10	New York	-	53.5	-

Migrant Education Center at	Migrant Status	Sex	Age	Ethnic Background	Last Grade Completed	Where Completed	CAT Reading Comprehension (grade equivalent)	Attitude Score	Hours of Instruction
New Paltz	2	F	29	Caucasian	9	New York	-	60	-
"	3	F	35	Columbian	2	Columbia	Ilyin 9	66	34
"	3	M	32	San Salvador	-	San Salvador	Ilyin 18	63	20
"	3	F	40	Columbian	10	Columbia	.8	70.5	90
"	3	F	29	San Salvador	-	San Salvador	.8	61.5	38
"	3	M	24	Puerto Rican	10	Puerto Rico	1.3	70	40
"	3	M	38	Puerto Rican	8	Puerto Rico	1.7	56	40
"	3	M	24	Jamaican	8	Jamaica	1.9	77	78
"	3	F	18	Columbian	10	Columbia	2.2	69	76
"	3	F	21	Afro-Amer.	8	U.S.A.	3.6	72	59.5
"	3	M	20	Caucasian	11	New York	4	58	-

Migrant Education Center at	Migrant Status	Sex	Age	Ethnic Background	Last Grade Completed	Where Completed	CAT Reading Comprehension (grade equivalent)	Attitude Score	Hours of Instruction
Oneonta	2	F	27	Caucasian	8	New York	3.4	57	143
"	2	F	-	Caucasian	10	New York	3.5	58	111
"	2	F	26	Caucasian	11	New York	5.7	47	112
"	2	M	32	Caucasian	8	New York	7.6	75	92
"	2	F	29	Caucasian	10	New York	8.7	60	92
"	3	F	48	Caucasian	7	New York	2.7	69	127
"	3	F	31	Caucasian	10	New York	4.8	54	137
"	3	F	48	Caucasian	6	New York	5.2	74	94
"	3	F	32	Caucasian	10	New York	8.4	74	46
"	3	F	32	Caucasian	11	New York	8.8	63	74
"	3	M	35	Caucasian	11	New York	13.3	63	4.5